NEA Today

WASHINGTON, D.C. MAY 1986

A NEWSPAPER FOR MEMBERS OF THE NATIONAL EDUCATION ASSOCIATION VOL. 4, NO. 8

INSIDE

NATIONAL

When today's babies hit the schools, who will their teachers be? 3

Reversing the backslide on civil rights. 6

Former education secretary blasts the 'lunatic fringe.' 6

STATE

Population profile: slightly gray and getting grayer. 7

LOCAL

Saying thanks to teachers in thousands of ways. 9

INTERNATIONAL

Hunger, worldwide, crosses curriculum boundaries, too. 12

CLASSROOM

It's true! Not all in-service need bore you to tears. 8

At last, some help in sorting out the vagaries of video. 10

BYLAWS

Complete text of proposed changes. 13

DEBATE

Should we pay the student teacher's teacher? 27

PERSONAL

Payday comes, payday goes, where it went nobody knows. Now you can. 28

WHAT'S MY LINE?

see page 4

PRESIDENT'S VIEWPOINT

A Matter of Myopia

Secretary of Education William J. Bennett's caustic comments about American public education have become commonplace. Ironically, this acid tendency vanished when, during a recent exchange with reporters, the Secretary turned his gaze to Japan's school system.

Secretary Bennett, reporters noted, bubbled with admiration for Japanese education. Among his plaudits: schools in Japan work extremely well despite a typical class size of 45 students.

"Teachers in Japanese schools," added Bennett, "seem to be a very contented lot."

I grimaced when I read that quote—for I had just spent several hours with Ichiro Tanaka, president of the Japan Teachers Union. Japanese teachers, Tanaka insisted, are not content. They are concerned. And their concerns are multiplying.

By some measures, I suppose, Japanese teachers *ought* to be as content as Secretary Bennett seems to think they are. Japanese law, after all, mandates teacher salaries 10 percent above what other top-ranking public employees earn. Teachers are among the highest paid of all Japanese wage-earners, and they belong to a profession that commands respect throughout their society.

Japanese teachers have worked hard and long to achieve the prestige and the compensation they now enjoy. But these teachers did not choose their profession on the basis of enlightened self-interest. A sense of social responsibility played its part. What lured Japan's teachers to the classroom was the prospect of helping children learn, prodding them to develop their full potential, preparing them for a productive niche within Japan's democracy.

But today—contrary to Secretary Bennett's rosy view—Japanese teachers find themselves shackled by school structures

Joe Di Dio

NEA President
Mary Hatwood Futrell

that foil rather than facilitate these efforts. And that's why Japanese teachers are emphatically not "a very contented lot."

Japanese teachers are weary—and wary. They are disheartened by the spectacle they confront every day: unmanageably large classes, students passively taking notes in lecture-style classrooms, an overemphasis on rote memorization, a fanatical emphasis on state-mandated standardized tests.

The pressure on Japanese students approaches the unbearable. Many break beneath its weight. Student suicides are a plague. Student violence is commonplace. This winter, a 13-year-old boy at Tokyo's Nakano Fujimi High committed suicide after persistent attacks by classmates.

Japanese teachers are fighting to change this grim picture. They're fighting to make their schools places where learning means more than cramming for a test, places where each child is valued, where cooperation modifies the climate of competition.

Secretary Bennett, in his recent interview, suggested that American teachers take on classes two-thirds larger in exchange for a two-thirds increase in pay. Apparently, the lesson he draws from the Japanese experience is that teachers will accept the unacceptable in exchange for fatter paychecks.

Anyone tempted by that cynical thesis is seriously out of touch with how teachers think in Japan—and in the United States.

NEA members want improved compensation. We want salaries that reflect our professionalism. But we want every bit as much to give our students—*all* our students—the quality education they deserve. And that quality depends, in no small part, on classes in which we are able to give students the individual attention they need and crave.

Our NEA research division has just released a report that summarizes scholarly findings on class size and learning. These studies tell us that crowded classrooms can undercut the most caring intentions and doom the most carefully crafted lesson plans. They tell us of the damage overcrowding does to young hearts—and young minds. They tell us of the improvement in student performance that invariably accompanies reduced class size.

U.S. teachers understand the good sense at the core of this research. Japanese teachers understand it too. Ironically, the U.S. Secretary of Education appears to be among the few who lack this understanding. □

TRENDS

Back to The Future

The nostalgia that saturated the responses to *Life's* recent survey of the nation's teens appears to have escaped the notice of the magazine's editors. Examples of regressive trends that *Life* presented without comment:

► Current "in" words among teens include "studs" for boys, "babes" and "foxes" for girls.

► Among their favorite "possessions," male teens listed their girlfriends.

► Favorite books included J.D. Salinger's 1950s classic *The Catcher in the Rye*.

► Most listened-to radio program: "America's Top 40 with Casey Kasem."

Wonder if these kids know that Ike is no longer president. . .

Only the Mane Has Changed...

Well, not quite. In addition to the longer, wilder tresses, she now sports clingy Calvin Kleins and a stylish blouse, low-heeled pumps, diamond studded earrings, and eyebrows that appear to be on loan from Brooke Shields.

She's Nancy Drew redrawn, the product of an attempt by Pocket Books to whet the appetites of a new generation of teen and preteen readers.

The updated Drew makes her debut this August in *Secrets Can Kill* and *Deadly Music*. Be prepared: the new Nancy arrives on the scene in a blue Datsun 280ZX.

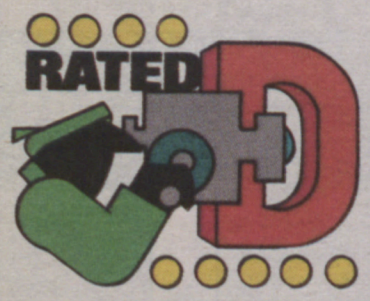
Two other moldy oldies—Dick and Jane—have also been given face-lifts. In *More Fun with Dick and Jane*, just released by Penguin Books, Dick appears as a 40-year-old systems engineer, Jane as a 38-year-old divorcee.

Economics of Equity

There's a new reason for the nation's white middle class to support equal educational opportunity for minority students: economic self-interest.

Harold Hodgkinson, a demographics and education researcher, notes that today's white workers will find their retirement income increasingly generated by a nonwhite workforce. By the year 2,000, whites will dominate the ranks of the retired. At the same time, nonwhites will be entering their prime income-earning years.

Hodgkinson concludes that this trend—as well as social justice—demands a renewed commitment to the ideal of equity in education.



D...As in 'Dope'

Calling drug use a monumental problem that's "sapping the vitality of our youth," the National Association of Secondary School Principals (NASSP) is lobbying Congress for legislation requiring warning labels on all advertisements for movies that glorify drugs.

NASSP Executive Director Scott Thomson notes that many of the films that portray drug use as glamorous—*Animal House* and *Fast Times at Ridgemont High*, for example—specifically target younger audiences.

The legislation NASSP seeks would add a new letter to the motion picture rating code. A 'D' label would alert parents to movies that may reasonably be expected to tempt youngsters to experiment with drugs.

The Alpha Factor

Chances are that a student whose last name is Aaron thinks more quickly than his or her peers.

Ridiculous? No—at least not according to Stephen Williams, a researcher at the University of Ulster in Northern Ireland.

Williams notes how often teachers use alphabetical order to determine which students they'll call on first. As a result, he says, kids whose names are near the beginning of the alphabet are more alert—ready with rapid-fire responses. By contrast, students farther down the alphabetical lineup tend toward complacency.

Williams' alphabet research confirms a hunch many teachers have long held.

Where There's Smoke, There's Ire

Dr. William Coulson, psychology professor at San Diego's United States International University, is incensed by the contents of the widely distributed booklet "Helping Youth Decide."

A joint publication of the Tobacco Institute and the National Association of State Boards of Education, "Helping Youth Decide" counsels parents merely to *advise* their children not to smoke. The booklet also includes the Tobacco Institute's message—"Smoking is an adult custom."

Coulson is seeking help in spreading his counter-slogan—"Smoking is a dying custom." □

NEA Today
May 1986
VOL. 4, NO. 8

NEA TODAY is mailed to all NEA members. Annual subscription price: $2.83 (included in membership dues and available only as a part of membership). Institutional subscription price: $15.00 domestic and $22.00 foreign.

Copyright © 1986 by the National Education Association of the United States. All rights reserved.

NEA President: Mary Hatwood Futrell
Executive Director: Don Cameron
Editor: Ann Kurzius
Assistant Editor: Bill Fischer
Publisher: Robert E. Harman
Associate Publisher: Sam Pizzigati
Staff Writers: Marian Clayton, Diane Dismuke, Carl Luty, Vicky Lytle, Nancy R. Needham, Jane Power, Heidi Steffens
Contributing Writers: David Bourdon, Eddy Gattis, C. Paul Mendez, Stefanie Weiss
Editorial Specialist: Linda Hill
Advertising Coordinator: Suzanne Wade
Production Managers: Paul Bergman, Bill Dresser, Penny Grayson
Production Specialist: Ann Marie Bohan
Production Support: Cathy Hough, Kathy Kelly, Marsha Pearson
Art Direction: William J. Kircher & Associates

NEA TODAY (ISSN 0734-7219) is published nine times a year (September, October, November, December, January-February, March, April, May, June) by the National Education Association of the United States, 1201 16th St., N.W., Washington, DC 20036. Second class postage paid at Washington, DC, and additional mailing offices. Send address changes to NEA, 1201 16th Street, N.W., Washington, DC 20036.

Telephone: 202/822-7200. Unsolicited feature stories and news items are invited, but NEA TODAY can make no advance commitment to publish any manuscript. Manuscripts accompanied by self-addressed envelopes bearing sufficient postage will be returned within four months if rejected.

Although advertising is screened, advertisement does not imply NEA endorsement of the product or the views expressed.

TEACHERS IN DEMAND

Kircher & Associates/Steve Tuttle.

The Class of '04: Who Will Teach Them?

Rising birthrates and the coming wave of teacher retirements suggest that another teacher shortage may be just around the corner. In Utah, California, and Florida, it's here already.

The students are coming, the teachers are leaving—and the result could be disastrous for the nation's public schools.

Many teachers are leaving the profession because they're tired of giving too much and getting too little in return. At the same time, more teachers than usual are simply approaching retirement age. Relatively few of today's practicing teachers entered the profession more recently than the late 1960s.

But students don't wait to see how many teachers are available. Ready or not, here comes the biggest crowd of youngsters in years. They are the long-predicted 'baby boom echo'—the children of the baby boom generation, the oldest of whom are now causing a modest increase in first and second grade enrollments.

By 1993, the National Center for Educational Statistics (NCES) expects elementary enrollment to reach 35.4 million—14 percent higher than this year. Secondary enrollment, while dropping 12 percent in the next half-decade, is expected to climb again in the early 90s.

But the new teachers may not be there to greet this new crowd of students. College students are avoiding the study of education for some of the same reasons experienced teachers are leaving the field. Neither the pay nor the prestige is attractive, and teaching is no longer one of very few professions open to women and minority group men.

According to NCES, nearly 1.5 million new teachers will be needed between now and the fall of 1993, but barely 1.1 million will have graduated. Education graduates, who made up more than a third of all 1970 BAs, constituted less than a sixth by 1983—and could be down to 11 percent by the early 1990s, NCES predicts, meeting barely 60 percent of demand.

The demand for teachers varies by subject area (*see box below*) and region. In 1983-84, fully a fourth of the nation's 4,000 unfilled teaching posts were in Los Angeles. Between 1980 and 2000, the National Planning Association expects just five states—California, Florida, Texas, Arizona, and North Carolina—to account for almost three-fourths of the national growth in number of children under age 14.

School systems are trying a variety of ways to deal with their teacher shortages. Unfortunately, many of these stopgap measures make a mockery of the current cries for education reform.

Some districts are assigning teachers out of the fields they've been trained in. Others are increasing class size or hiring people who aren't trained as teachers. Shortages of teachers for certain subjects have induced school systems in Texas, for example, to abandon their single salary schedules in favor of paying more to those whose fields are in high demand outside of education.

Is there a way to alleviate teacher shortages while at the same time making sure every teacher is qualified and properly recompensed, and every student is in a classroom where the best possible education is available?

Since half the teachers who enter the profession leave within five years, one step toward a solution is clearly to induce those qualified young professionals to stay. That means doing something about the conditions that cause them to quit—low pay, poor working conditions, lack of public respect and professional autonomy.

The U.S. Department of Education can help by setting up a clearinghouse to find former teachers who might be willing to return to the classroom. Using this information, local districts could fill more vacancies with fully qualified staff—if, of course, they offer attractive terms.

In addition, legislatures can allow teachers to transfer certification, tenure, and retirement contributions across state lines. Many qualified teachers who've been forced to move out of state for other reasons would return to the classroom if they could bring their hard-earned professional status with them.

The looming teacher shortage need not be a disaster. Properly handled, it offers a chance to raise standards and attract more of the best-qualified young people into the profession, not to lower standards and frighten the gifted away.

But defusing the teacher shortage means offering all teachers good pay, good working conditions, and professional respect. It can be done—but only if there's the national political will to do it.

—Jane Power

Demand Highest in Math, Science, Computers

Here's where the shortages were in 1985, the Association for School, College, and University Staffing reports:

Considerable teacher shortages
Mathematics, physics, chemistry, computer programming, data processing

Some teacher shortages
Bilingual education, special education, earth science, industrial arts, school psychologist, general science, biology, library science

Balanced supply and demand
Spanish, French, German, remedial reading, business, instrumental and vocal music, English, agriculture, secondary and elementary counseling, speech, school social worker, home economics, journalism, driver education

Some teacher surplus
Elementary, social science, health education, art

Considerable teacher surplus
Physical education

News Beat

- Will the coming teacher shortage create a shortage of **substitute teachers** as well? Could be—if the average sub pay of $60 a day doesn't improve. Substitutes are now coming from the ranks of new college grads and teachers who have relocated and are looking for full-time positions. Los Angeles tops the nation in pay for substitute teachers, at $120 a day.
- What issues does the education reform movement need to address to *really* improve our nation's schools? More than 50 teachers from around the nation (two-thirds of them NEA members) came up with some basic suggestions at the recent **National Teachers' Forum**—a three-day meeting in Washington, D.C., sponsored by the Education Commission of the States. The high school teachers called for smaller classes, flexible school days, drug and alcohol programs, requirements for administrators to return to the classroom every five years, better instructional materials, courses for building interpersonal relationships, and an emphasis on basic skills in the early grades.
- Although certain states have recently boosted **starting teachers' salaries**, pay for new teachers as a whole continues to lag well behind salaries paid employees in comparable professions, according to data from NEA Research and Northwestern University's Endicott Report. The nationwide average salary for a beginning teacher in 1985-86 is $15,400. That's $11,000 less than the average starting salary for a beginning electrical engineer; $4,500 less than for a sales or marketing employee or economist; $9,000 less than for a computer technician; and over $4,000 less than for a general business graduate.
- The National Athletic Trainers' Association reports that each year some 800,000 of the more than 5 million high school boys and girls who participate in **interscholastic sports** get hurt; 100,000 of those injuries are considered serious. The most common injuries are to knees and ankles. □

WELL PUT!

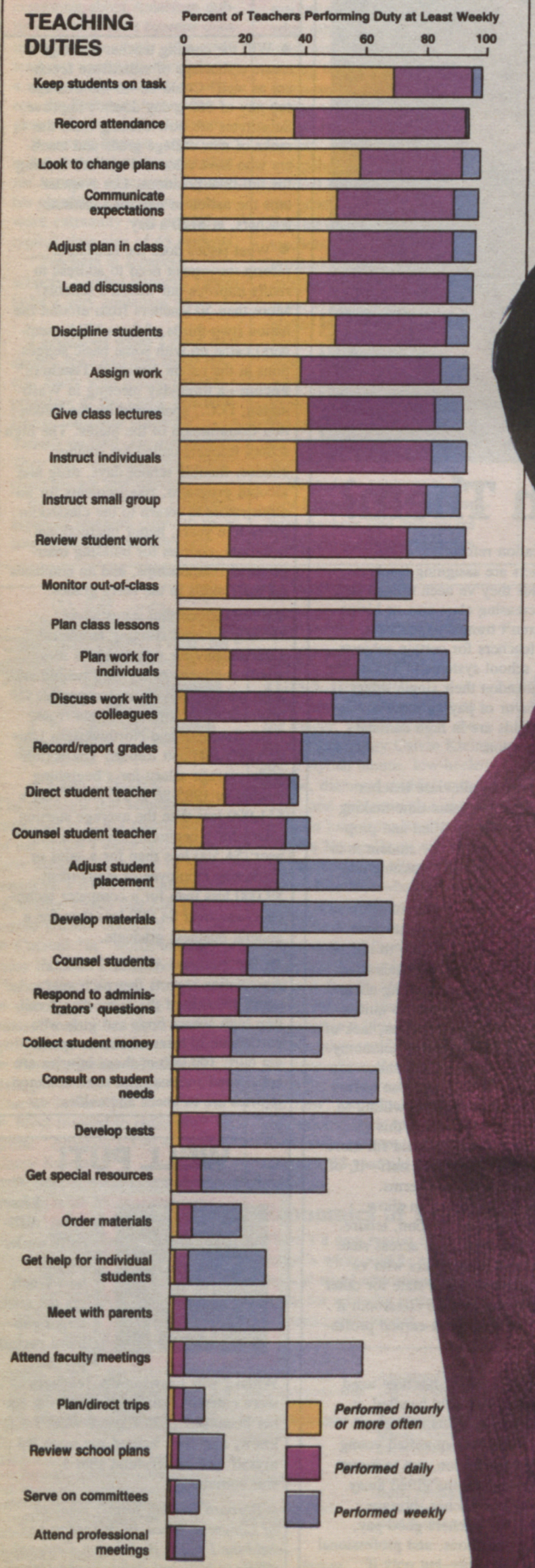
Nancy Schiff/Black Star

"I have difficulty understanding how teachers get such a bad rap from certain persons. When I was growing up, teachers were extraordinarily encouraging for me because I didn't know what I knew, and they helped me open up myself and understand that I was somebody."

—Barbara Jordan, former member of Congress. Since 1979 Jordan has held the Lyndon B. Johnson Centennial Chair in National Policy at the University of Texas, Austin.

DOZENS OF JOBS...

A Teacher's Week Is Never Done...



What's My Line?

I TEACH

Kircher & Associates/Steve Tuttle

...ROLLED INTO ONE

Which means I'm also a manager, bookkeeper, traffic director, counselor, performer, committee chair, planner, disciplinarian, artist, test writer, social worker, and surrogate parent—often all in the same day.

What do teachers, civil engineers, and TV news directors have in common?

More than you might think, concludes a three-year study recently completed by Arizona's Tucson Education Association (TEA), with financial and technical support from NEA and the Arizona Education Association.

Television news directors and civil engineers, the TEA study points out, are the professionals who come closest to teachers in the sheer number of roles and responsibilities required by their jobs.

Now these three jobs clearly aren't the same. But all three include planning and scheduling the work of others and managing, supervising, administering, communicating expectations, evaluating, and adjusting work plans while work is in progress.

Edward McCain

Tucson's Kay Lybeck

Television news directors have another thing in common with teachers: both professions require continually integrating their many roles and tasks in a fast-paced, high-pressure environment.

"Of all the 'outside' jobs studied," the report states, "only the job of television news director—who has to make instant decisions and frequent changes under the pressure of changing events and fixed newscast schedules—was at all comparable to teaching on this score."

The TEA findings appear in a 116-page report, "From the Front of the Classroom: A Study of the Work of Teachers." The report was prepared by Organizational Analysis and Practice (OAP), an Ithaca, N.Y., research firm that's nationally recognized in the field of job analysis and design. While NEA Human and Civil Rights initiated the project and TEA members did the actual legwork, OAP designed the study and analyzed the data.

The study provides one of the most detailed descriptions of the job of teaching ever published. It identifies and documents teachers' many duties and describes the difficult conditions under which they must be performed.

"The more we looked into the job of teaching, the more we realized just how complex a profession it is," says former TEA President Kay Lybeck, a teacher at Pistor Junior High School.

Members of TEA's study committee began by sending detailed questionnaires to all 3,000 teachers in the Tucson Unified School District. The survey form listed different tasks and asked Tucson teachers how often they performed them and how often they drew upon different resources, such as published or self-developed materials, administrators, school libraries, and support workers.

"From the surveys, we identified 37 sets of teacher responsibilities and 35 types of classroom activities, ranging from keeping students on task to attending professional meetings," explains Diana Lyczynski, a fifth grade teacher at Van Buskirk Elementary School. "What amazed us was not how many things we as teachers have to do, but the frequency with which we have to do them." *(The chart on page 4 shows the 35 duties Tucson teachers perform most frequently.)*

Defining the job of teaching was just the first step in the Tucson study. Once they had described teachers' many and varied responsibilities, the TEA study committee identified some 30 occupations that require some of the same skills, training, and responsibilities as teaching. These ranged from personnel analyst to news director to manager of a nonprofit service organization.

The committee then selected 20 TEA volunteers, who were trained by OAP and worked in pairs to interview a total of 25 persons holding 12 of these positions in the Tucson area. (Interviews with persons holding the other 18 positions couldn't be arranged because the firms they worked for didn't want to take part in the survey.) The TEA interviewers asked each jobholder about the responsibilities of his or her job and the knowledge, skills, and resources it entailed.

"What we as teachers had in common with the other professionals we interviewed," Lyczynski concludes, "is having to deal with people and solve a lot of problems." But unlike teachers, all the other professionals interviewed said they seldom had trouble getting the necessary resources—from published materials to supplies to typewriters. They also said they had help from other staff employees on the many small but necessary tasks—such as typing letters and memos or duplicating and collating work documents—that take up so much time on the job.

"I spoke with a personnel analyst and an assistant comptroller," reports Ed Otero, a fifth grade teacher at Van Buskirk. "Both of them were shocked to learn that teachers often buy classroom supplies with their own money. In fact, as one of my colleagues completed an interview, the person she'd spoken with gave her a ream of paper to take with her."

Another difference: the TEA interviewers found that professionals in other occupations have ample time to perform the work that's expected of them. When they complained of not having enough time to do their work, the interviewees spoke in terms of what they would *like* to accomplish—not what was *demanded* of them.

And of all the occupations studied, only TV directors have a list of daily responsibilities that even comes close to those teachers face.

"This doesn't mean that other people don't work as hard as teachers, or that their jobs are less difficult," stresses committee member Lybeck. "What it does mean is that teachers have a great variety of responsibilities that must be performed on a daily—even hourly—basis."

The Tucson study found another area in which teachers are unique: low salaries. No other professional occupation had a lower beginning salary than the $16,241 earned by Tucson teachers.

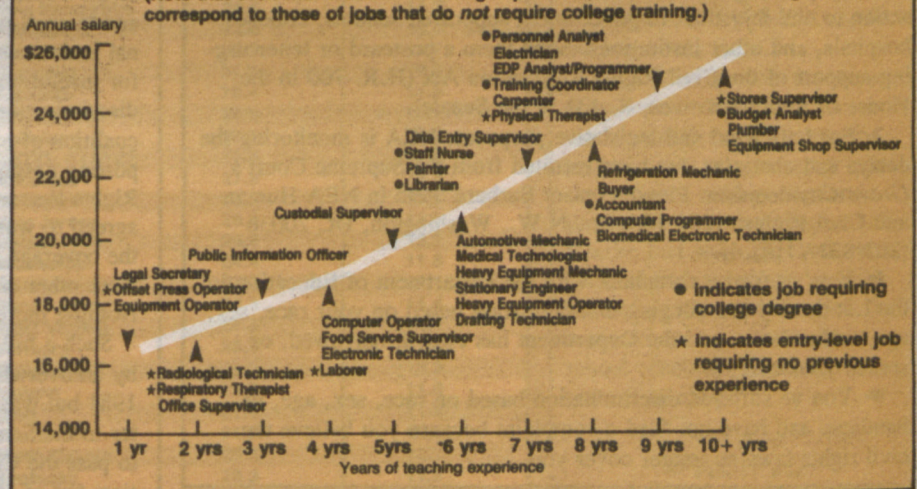
Edward McCain

Diane Deyoe

Tucson has the highest teacher salaries in the state, averaging $27,248 in 1984-85, the year of the study. Yet civil engineers in Arizona were earning over 27 percent more, with an average annual salary of $34,653. And Tucson-area TV news directors—whose jobs most parallel teaching in both the number of roles and responsibilities and the high-pressure atmosphere in which they must be performed—earned an average of $35,952, according to a recent survey conducted by the National Association of Broadcasters.

Average Salaries of Tucson-Area Jobs, Listed by Closest Point on Tucson Teachers' BA Salary Schedule

(Note that even with credit for teaching experience, base teacher salaries generally correspond to those of jobs that do *not* require college training.)



Edward McCain

Gathering data for comparative study of teaching and other occupations, Tucson Association member Ed Otero, a fifth grade teacher, interviews Patricia Sroka about her job as assistant comptroller at an advertising and public relations firm.

TEA members report that their study offers people not involved in teaching a much better understanding of what teachers' jobs entail.

"People often have simplistic ideas about teaching," notes Diane Deyoe, a language arts teacher at Naylor Junior High School. "They think they understand the profession because they were once students. That's the same as my saying I understand what it is to be a chef because I once ate in a gourmet restaurant."

TEA plans to put its study to good use in bargaining and community relations, as well as in developing members' pride in their profession. The Arizona Education Association has already made use of the Tucson study to help formulate a career development plan currently before the Arizona legislature. The package includes a description of the jobs that teachers perform.

Paying teachers what they're worth boils down to educating the public. "If we can begin to dissolve people's misunderstanding of the teaching profession and instead crystalize for them the responsibilities and skills of the profession," notes AEA President Dennis Van Roekel, "we'll have gone far in establishing the worth of teachers. And we should be able to persuade the public that we ought to have the salaries we know we're worth."

—Diane Dismuke

HUMAN RIGHTS

Battling To Restore Civil Rights Safeguards

It's been more than two years since the Supreme Court's *Grove City College v. Bell* decision gutted the federal laws that prevent government-supported discrimination. The Court held that only the specific "program or activity" receiving direct federal dollars need comply with Title IX, the landmark 1972 law against sex discrimination in education institutions receiving federal funds.

According to the Supreme Court, a school or college can abolish women's athletics programs, provide better housing for men, or practice other forms of bias and still collect federal aid (read, your tax dollars)—as long as the offending programs themselves aren't federally funded.

The 1984 *Grove City* ruling also narrowed the coverage of three other laws banning discrimination on the basis of race, age, and disability.

In the wake of Grove City, it's become extremely difficult to challenge discrimination by federally funded institutions. For example:

► In Massachusetts, NEA members at Bridgewater State College filed a complaint in 1983 with the U.S. Department of Education's Office of Civil Rights (OCR), alleging that their employer discriminates on the basis of sex in setting faculty salaries and in hiring faculty and administrators. OCR has now put their complaint "on hold" while it tries to determine whether, in light of *Grove City*, federal dollars can be tracked to the exact programs where the alleged rights violations have occurred.

► At the University of Vermont, a student was told she was too old to pursue a master's degree but could audit courses. OCR didn't even investigate her complaint, because the specific program she was interested in didn't receive federal funds.

► In Alabama, OCR investigated a complaint and found that the Lauderdale County school board had refused to renew a teacher's contract because of her physical disability. But a judge has ruled that OCR had no jurisdiction in the case because the teacher wasn't employed in a program receiving federal funds.

► In 1984, OCR charged that the Fort Wayne (Ind.) school system had implemented a policy of creating and maintaining racially segregated schools. In their attempt to stop cutoff of federal funds, Fort Wayne school officials have filed suit in federal court to show that OCR doesn't have jurisdiction in the case. The U.S. Department of Justice, in a surprise move, has opposed the school officials' argument.

Carolyn Salisbury

"Although federal laws such as Title IX were enacted with the intention of eliminating sex discrimination, in reality what exists on our campus is only lip service and tokenism," says Shirley Krasinski of Bridgewater (Mass.) State College.

Ever since the *Grove City* setback, NEA has been pressing for legislation to reverse the effect of the Supreme Court's decision and to spell out Congress' original intent to end federal support for institutions that tolerate discrimination. An NEA-backed coalition of over 160 groups supporting passage of the Civil Rights Restoration Act has agreed to work only to *restore* the coverage of Title IX and the three other civil rights laws. Nothing more. Nothing less.

Such a bill cleared the House by an overwhelming margin in 1984 but was stopped by filibuster in the Senate. Current efforts to pass the Civil Rights Restoration Act of 1986 are being thwarted by threatened amendments on such issues as abortion and the applicability of civil rights laws to religious institutions.

NEA President Mary Hatwood Futrell and other national leaders have formed a blue ribbon panel to lobby members of Congress for passage of the Act—without amendments.

"It's indeed ironic," Futrell points out, "that at a time when the national dialogue is focused on 'fiscal responsibility,' Congress is stalling on a bill that merely assures that taxpayers' money cannot subsidize discrimination. We are not trying to pass new civil rights laws, but merely to restore those passed 10, 15, and as long as 20 years ago."

—Stefanie Weiss

Your Help Is Needed on Two Fronts

1. Let your representatives in Congress know it's time for federal action to end injustices in government-supported schools, colleges, hospitals, and other institutions. Send them a postcard or letter urging support of the Civil Rights Restoration Act (H.R. 700 in the House of Representatives, S. 431 in the Senate).

2. For both legal and legislative purposes, NEA is monitoring the delays and obstacles that have resulted from the Supreme Court's *Grove City* decision. Please contact Barbara Stein in NEA Human and Civil Rights, 1201 16th St., N.W., Washington, DC 20036 (202/822-7715), if—

► You've filed a complaint with the Department of Education in the last three years alleging discrimination based on your race, sex, age, or handicap, and the Department has closed, narrowed, or stalled your case, ***or***

► You've suffered discrimination based on race, sex, age, or handicap and have not filed a complaint because you believe the civil rights laws no longer cover you.

Organizations Backing the Civil Rights Restoration Act

American Association of Retired Persons • American Association of University Women • American Association on Mental Deficiency • American Civil Liberties Union • American Council of the Blind • American Federation of Labor-Congress of Industrial Organizations • American Foundation for the Blind • American Jewish Committee • American Nurses' Association • American Speech-Language-Hearing Association • Americans for Democratic Action • Association for Retarded Citizens • B'nai B'rith Women • BPW/USA, The National Federation of Business and Professional Women's Clubs, Inc. • Center for Law and Social Policy • Children's Defense Fund • Children's Foundation • Disability Rights Education and Defense Fund, Inc • Displaced Homemakers Network • Epilepsy Foundation of America • Iota Phi Lambda Sorority, Inc. • Leadership Conference on Civil Rights • League of United Latin American Citizens • League of Women Voters of the United States • Mental Health Law Project • NAACP Legal Defense and Education Fund, Inc. • National Association of Commissions for Women • National Association of Protection and Advocacy Systems • National Association of Social Workers • National Easter Seal Society • National Education Association • National Legal Aid and Defender Association • National Mental Health Association • National Organization for Women • National Political Congress of Black Women • National Society for Children and Adults with Autism • National Women's Law Center • Older Women's League • Paralyzed Veterans of America • People for the American Way • Planned Parenthood Federation of America, Inc. • Project Equality • Project on Equal Education Rights, NOW Legal Defense and Education Fund • Rainbow Alliance • The Newspaper Guild • Union of American Hebrew Congregations • Unitarian Universalist Association • United Cerebral Palsy Association • United Church of Christ: Office for Church in Society, Family Life Priority, Coordinating Center for Women, The Hunger Action Fund, BWM • Women's Equity Action League • Women's Legal Defense Fund • Wider Opportunities for Women • YWCA of the USA, National Board

WASHINGTON WATCH

A Warning Bell: 'Lunatic Fringe' Threatens Public Education

Are Reagan Administration officials anti-public education? Critics of Administration policies have made that charge frequently over the past five years. They now have new support from a surprising source: President Reagan's first-term secretary of education, Terrel H. Bell.

In a revealing article in the March *Phi Delta Kappan* magazine, former Secretary Bell offers the first insider's glimpse of education policymaking in the Reagan era.

That policymaking, former Secretary Bell charges, involves an ongoing war between "pragmatists" and fanatic right-wingers who transport President Reagan's conservative principles "to the lunatic fringes of ideological political thought."

Part of the extremists' goal, Bell says, is to eliminate the role of the federal government in assuring quality public education. The other part of the goal is to eliminate public education, period.

Bell calls these extremists "movement conservatives."

"If you are a Republican but not part of the *movement*, these radical conservatives view you with distrust," Bell notes. "The true movement conservatives believe that not a dime of federal money should be spent on education. They would have us abolish the Department of Education, all financial aid for students, all civil rights enforcement authority, all federal responsibility for education of any kind."

Bell says President Reagan is not responsible for the influence of these right-wing extremists in his Administration. But the article fails to explain why President Reagan hasn't acted to disown what Bell calls the "off-the-wall" crowd—or at least remove it from the Education Department's decisionmaking process. After all, as Bell notes, "Had their views been adopted as national policy, American education would have been changed so dramatically that the system of public education as we know it today would no longer exist."

Bell's *Phi Delta Kappan* memoirs come as no revelation to Warlene Gary, the manager of NEA's intergovernmental relations office in Washington, D.C. Gary has had many run-ins with the extremist Administration officials Bell describes.

Gary particularly recalls a discussion she had with Dan Oliver, then the Education Department's general legal counsel, about the problems of the educationally disadvantaged.

"Oliver's point of view was that they didn't have to care about those people," says Gary. "They had to move them aside."

Fortunately, during Bell's 1981-85 tenure as education secretary, protests by NEA and other education groups helped sidetrack the extremists' more wild-eyed proposals for abandoning the educationally needy.

"The extremists got killed when they tried to weaken federal law on the educational rights of handicapped children," Gary observes. "Every time they've tried to do something like that, the public has spanked them on the hand."

E. Anthony Valaitis

Former Education Secretary Terrel Bell is now a professor of educational administration at the University of Utah.

But, says Gary, there is little reason to celebrate. Extremist pressure to eliminate federal support for education has made an impact. Since 1980, the federal share of the nation's school costs has dropped by a third.

"The message is more subliminal now," Gary notes. "They're trying to achieve their goals in more underhanded ways."

One example: the Reagan Administration's voucher scheme, which would allow public tax dollars to fund private school tuition, and which would undermine public education. The Administration claims vouchers will provide the poor with educational "choice."

"It's ironic that they claim they want to help disadvantaged kids, when all they've done the last five years is undermine programs that help those kids," Gary says. She notes that under President Reagan, the Chapter 1 program actually serves 900,000 fewer disadvantaged youngsters than it did in 1980.

Are Reagan Administration education policies a threat to quality public education? The answer, it seems, is clear as a Bell.

—David Bourdon

State Side

WEST

"Chaos" was the word that best described the situation across Texas on March 10 as more than 200,000 teachers and school administrators took the make-or-break literacy test that will determine whether they retain their certification—and their jobs—next year.

Teachers' test results will be out in late spring; the Texas Education Agency's score on competency in test administration seems to be already known.

At some 800 sites throughout Texas, the state-mandated test was administered in three shifts, beginning at 8:30 a.m., 12:30 p.m., and 4:30 p.m. But test takers were told there was no time limit. And since the exam required detailed responses—e.g., picking out misspelled words, faulty punctuation, or incorrect grammar—the test-takers used as much time as they needed to be extra careful.

Consequently, one sitting ran over into the next. In several sites the last shift didn't get under way until 7:30 in the evening. In Arlington, where the test had started more than an hour late, proctors threatened teachers with arrest if they didn't hand in their papers by 9 p.m. At another site, a diabetic woman left in an ambulance because the proctors hadn't let her go to her car to get a snack.

Many teachers appeared at test sites wearing stickers that said "Under Protest! TSTA-NEA."

MID-ATLANTIC

The Virginia legislature has passed a bill that could boost salaries by 20 percent over the next two years for most teachers.

Virginia Education Association members flooded the General Assembly with calls and telegrams in support of the bill, which the governor is about to sign as we go to press.

The bill provides districts with a 20 percent increase in state education dollars, with the proviso that they use the money to raise teacher salaries by 10 percent in each of the next two years. Any district not abiding by this requirement will face a loss in state funds.

The only districts where the 20 percent will *not* be earmarked for salaries are those where the average teacher salary is already $24,537 or more—some 32 of the state's 135 districts, VEA estimates.

School administrators fought the bill, claiming it was a mandate to increase teacher salaries. Legislators disagreed, pointing out that districts do have an option not to comply. Some districts threatened to cut teaching positions if the bill passed.

"If local superintendents keep crying wolf and refuse to cooperate, legislators will shift the money to other areas," predicts VEA President Brenda Cloyd. "Then we'll all suffer."

NORTHEAST

A bill that would have removed the new authority of Maine's state board of education to set limits on class size has met defeat in the legislature, thanks to successful lobbying by the Maine Teachers Association.

The bill's sponsors had sought to retain the current practice of leaving class size decisions to local officials by watering down Maine's 1984 education reform law. That law authorizes the state board to issue maximum class size rules.

The board's proposed rules, now set to take effect next fall, would limit class size to 25 students through grade 8 and 30 students in grades 9 through 12.

Defending these statewide caps on class size, MTA Vice-President Tom Curran says, "Experience has shown that as class sizes increase, student performance decreases."

Defeat of the bill apparently hasn't stopped those intent on preserving their 'right' to impose larger classes on teachers. At press time MTA reports a new effort by a group of school superintendents to persuade the state board of education not to release its proposed rules.

SOUTHEAST

Just in time for the 1986 political season comes the good news that Arkansas voters trust the endorsements of education organizations more than those of four other types of interest groups.

Fully half the respondents to a quarterly survey of Arkansans by the Bailey polling organization say an education group's endorsement would make them more likely to vote for a candidate. The poll results, reported in the *Arkansas Gazette*, also show that such an endorsement would put off the lowest proportion (15 percent) of voters.

"The Arkansas Education Association supports candidates who are committed to improving education in Arkansas," says AEA President Ed Bullington, "and the survey results show that people in Arkansas recognize and value our stand."

The Moral Majority and other politically active religious groups constituted the only one of the five categories whose endorsement would put off more voters (36 percent) than it attracted (23 percent).

MIDWEST

Wisconsin's teachers and principals have been adversaries in the not-so-distant past, but now they're discovering that they have a lot in common after all—and are beginning to explore joint ventures.

"There are many things we can simply do better together," says Wisconsin Education Association Council President Jim Blank.

The 44-member WEAC board of directors and the 23-member Association of Wisconsin School Administrators board held their first joint meeting last November and have met together at regular intervals ever since.

Leaders of the two organizations hope to forge an alliance to work on such mutual concerns as evaluation programs for effective schools, student academic standards, retirement legislation, salaries and working conditions, political endorsements, at-risk students, property tax relief, the home schooling movement, school censorship, and community relationships.

PACIFIC

The problem isn't yet widespread in Washington State, but the Washington Education Association (WEA) decided to confront it early on. It's set up a task force to fight the growing attempts by extremists to control the curriculum in public schools.

"'Freedom Is Everybody's Business' is the name we've given our project," says WEA Vice-President and task force head Carla Nuxoll. "The attacks by Far Right extremists are a threat to our nation's democracy and pluralism."

Those attacks most often focus on drug and alcohol abuse programs, evolution, multicultural and global education—anything that can be labeled "secular humanism." Teachers, local Associations, WEA, and NEA are the most common targets.

Response to the task force's efforts to educate administrators, school boards, the public, and WEA members about what's at stake has been enormous.

"I get several calls every day," says Nuxoll. "A lot of people are concerned, and they're starting to organize to fight back, to protect intellectual freedom in our schools.

"It's time for us to stand up," she adds, "and say what we do believe in—open access to information and the freedom of ideas." □

THE 'SENIOR' BOOM

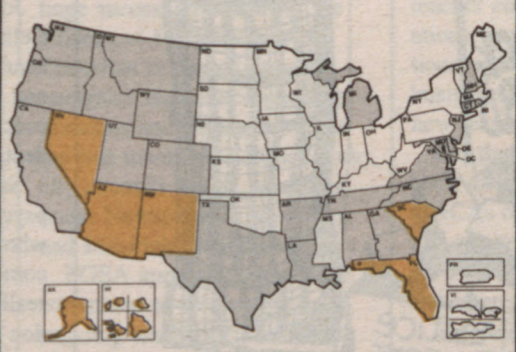
U.S. Growing Grayer by the Day

In 1983, for the first time ever in this country, people age 65 and over outnumbered teenagers. The 28 million elderly now include almost one in every eight Americans; by the year 2011, it'll be more than one in five.

Over the past decade, while the U.S. population as a whole grew 12 percent, the number of Americans 65 and older rose almost 30 percent.

Fastest growing segment of the U.S. population? The '*old* old,' age 85 and over, who now number 2.2 million. Their numbers will grow to 3.5 million by 1990.

A boom in the number of elderly in a state can mean public education faces stiffer competition for scarce tax dollars as state and local governments turn their funding attention to the needs of an aging constituency. Foresighted school districts are already moving to reach out to senior citizens with activities to keep them interested—and involved—in the schools, thereby making it more likely that elderly voters will support public education at tax levy time. □



65-plus age group grew by 50 percent or more over past decade

65-plus age group grew by 25 to 49 percent

65-plus age group grew by less than 25 percent

Rank	State	Percent Increase in Population Age 65 and Older, 1974 to 1984	Population Age 65 and Older As Percent of Total Resident Population, 1984
1.	Nevada	112.2%	9.6%
2.	Alaska	87.5	3.0
3.	Arizona	77.7	12.3
4.	Hawaii	77.4	9.1
5.	New Mexico	57.0	9.5
6.	Florida	52.4	17.6
7.	South Carolina	51.1	10.0
8.	North Carolina	45.5	11.2
9.	Utah	45.5	7.8
10.	Idaho	42.1	10.8
11.	Georgia	39.7	9.9
12.	Delaware	39.6	10.9
13.	Virginia	39.5	10.2
14.	Washington	39.0	11.3
15.	Colorado	37.3	8.8
16.	Oregon	37.1	12.9
17.	California	35.6	10.5
18.	Texas	35.2	9.5
19.	Maryland	34.2	10.3
20.	New Hampshire	32.6	11.7
21.	Tennessee	32.6	12.0
22.	Montana	31.5	11.7
23.	Wyoming	31.3	8.2
24.	Alabama	30.4	11.9
25.	Connecticut	29.6	12.9
26.	Louisiana	29.1	9.8
	UNITED STATES	28.5	11.9
27.	Arkansas	27.3	14.3
28.	Michigan	26.2	11.1
29.	New Jersey	25.8	12.6
30.	Maine	24.6	13.2
31.	Mississippi	24.4	11.8
32.	Pennsylvania	24.3	14.1
33.	Rhode Island	24.3	14.4
34.	West Virginia	23.8	13.1
35.	Vermont	23.5	11.9
36.	Oklahoma	22.3	12.2
37.	Indiana	22.2	11.6
38.	Ohio	21.9	11.9
39.	Wisconsin	21.0	12.8
40.	North Dakota	20.8	12.7
41.	Kentucky	20.3	11.8
42.	Minnesota	19.7	12.4
43.	Illinois	19.6	11.8
44.	Massachusetts	17.6	13.4
45.	Missouri	15.4	13.6
46.	Kansas	15.0	13.3
47.	South Dakota	14.3	13.6
48.	Iowa	13.9	14.1
49.	Nebraska	13.1	13.5
50.	New York	12.5	12.7
51.	Dist. of Col.	5.6	12.0

Sources: NEA Research and U.S. Bureau of the Census

PROFESSIONAL GROWTH

'In-Service' Training: The End of an Era?

Today, horse-and-buggy in-service education still dominates space age schools—but the situation is changing as teachers move to take charge.

Is it the indignity, or is it the boredom? Or is it the relentless loss of time that would be better spent grading papers, or looking over a new textbook, or just getting a little more sleep—in a real bed instead of chin-in-hand? What makes so many teachers start to laugh when you ask, "How's the in-service in your district?"

And why do other teachers say eagerly, "Let me tell you what *we're* doing?"

It's that 'we,' of course, that makes the difference.

In recent years, good in-service has come a long way, in both method and content. Good in-service, in fact, is no longer 'in-service.' That phrase, reeking of lunchrooms after school, has been nudged aside by 'staff development' (what the school does) and 'professional development' (what the individual does)—even, in a few path-breaking instances, by 'formative assistance' (what teachers do with the help of colleagues—*see box*).

Professional growth now takes many forms, from curriculum projects to workshops, from university courses to observation and coaching—or maybe a long-term staff improvement plan tailored to the individual school. Professional growth may address new techniques or skills (critical thinking is a popular topic), or students' development at different ages, or new discoveries in subject matter—or maybe polishing individual teachers' classroom performance.

But even a long-term, custom-designed program of workshops and coaching can't provide real professional growth without one other factor: active staff involvement. NEA recently surveyed nearly 1,800 teachers on their working conditions and the resources available to them. The results, just tabulated, show that 7 of 10 teachers say they're not as involved as they should be in decisions about staff development programs. Only one teacher in 10 actually helps make those decisions. And just the same proportion say staff development provided by the school district is an effective source of knowledge and skills.

As the student population changes, the teaching population ages, and public figures clamor for reform, teachers need good continuing education—education they value—more than ever. But in many districts, the general standard of in-service hasn't changed at all—and teachers aren't satisfied.

Doug Tuthill is one of those teachers. Tuthill, who chairs the Pinellas (Fla.) Classroom Teachers Association's Instruction and Professional Development Committee, teaches philosophy and psychology.

"In-service in our district is hit or miss," says Tuthill. "There'll be a countywide workshop for all social studies teachers, government to psychology, one day every three months. Our last one dealt with retirement and income tax. The school-based ones are a little better—the faculty will ask for a workshop on assertive discipline and we'll get it: once a week for a month, we'll get a two-hour lecture—after school, when we're exhausted."

Jack Patrick, president of Wyoming's Carbon County District #2 Education Association, has also had some bad in-service experiences.

"Our district is larger than Rhode Island," says Patrick. "For every session, we have to drive 45 miles to Elk Mountain, where our curriculum director is located. Our local applauded the school board for cutting in-service programs from full-day to half-day, but we'd applaud even more if they cut out some of them altogether."

But more and more teachers around the country are reporting good experiences.

"Anything we do in staff development seems to unify us and keep morale up," says Spanish teacher Connie Miller, a member of the staff development committee of the Peru (N.Y.) Central Schools. "Our committee does a yearly needs assessment survey to determine teachers' wishes, so the in-service program doesn't come from some select group talking down to them."

At present, far too few school districts are tapping teachers' expertise to develop quality professional development programs. But one good contract can turn a traditional in-service situation around.

The Unionville-Chadds Ford (Pa.) schools are a prime example.

"We had two in-service days a year that every teacher had to sit through," says high school English teacher Dan Lipowitz. "And those days tended to be stinkers."

No more. Three years ago, the Unionville-Chadds Ford Education Association, of which Lipowitz is president, negotiated an additional three days a year for professional development as part of an overall staff improvement plan that the teachers put together themselves.

"The district has recognized that we are professionals," says Lipowitz, "and that we have a right to make decisions about our own continuing professional development."

In the first year of the new system, a committee of teachers examined available programs and selected 15 finalists. From these, the entire teaching body chose three to adopt. This year, each teacher decided which program to attend (although participation is voluntary, 191 of the district's 194 teachers are taking part). The teachers have opted to continue the system next year, and the committee is looking over their comments in order to decide what changes are needed. More focus on subject matter has been one common suggestion.

Of course a school board can sometimes come up with a professional development program that's actually helpful to teachers—relevant and well-presented. The Celina, Ohio, school system moved toward this goal when it hired an education professor from Wright State University to coach special education teachers all year long.

Johanna Neeper, president of the Celina Education Association, says she's heard both completely positive reviews and some complaints—mostly that the coaching isn't giving teachers enough in-depth help in their subjects.

Says Neeper, who teaches French and psychology: "I'd love to have someone who has some expertise in either field come in to give me ideas. We have some really good teachers right here, who just don't get the release time to come around and help their colleagues.

"And," adds Neeper, "like any local Association, of course, we eventually want to design our own program."

A number of state Associations have set up programs to help members get the kind of continuing education they need. In Iowa, for example, a new law allows districts to allot 1 percent of their per-pupil costs to "school improvement programs." The Iowa State Education Association has trained 50 members—two for each UniServ district—to help teachers and administrators select and carry out programs that will be valuable to teachers.

ISEA has also set out a list of 11 standards for school improvement programs. Each program, state the ISEA standards, "must be developed by those who will be improved by it. To be effective in promoting change, it must not be imposed from above."

NEA Instruction and Professional Development director Sharon Robinson agrees: "There can't be real reform in education without better opportunities for professional growth for practicing teachers. The NEA and its affiliates will continue to insist that professional growth is a central issue in the educational reform debate."

—Jane Power

And on the Horizon...'Formative Assistance'

What's the best source of ideas and advice for classroom teachers? The answer from the latest research is simple: other teachers. That's why NEA members around the country are beginning to look at "formative assistance" as one approach to professional development—trying to structure opportunities for colleagues to help one another spot problems and find solutions.

The NEA Board of Directors, at its February meeting, declared that all teachers should have access to a formative collegial assistance program—but stressed the dangers of any breach in the confidentiality of the collegial relationship. Formative assistance rests on trust, said the NEA Board, and trust is destroyed if information gathered as part of an assistance plan can be used in evaluation for managerial purposes.

—J.P.

Local Look

NEW JERSEY

The Bergen County Special Services Association—300 teachers, aides, secretaries, and interpreters for the hearing-impaired—reaped big gains at the bargaining table this winter, after a 16-month struggle.

The new contract provides a whopping 45 percent salary increase over three years, along with full family dental and prescription drug insurance. Support staff also gained tenure and seniority rights.

The local is an all-inclusive NEA/New Jersey Education Association affiliate representing special needs providers at 17 different schools. A big factor in the final settlement was that district officials decided to try to stem the inordinately high attrition rate by making the local's rock-bottom salaries more competitive with other schools in mammoth Bergen County.

"But what really helped to turn the tide," according to Association co-president Peter Keenan, "was Gov. Kean's signing of the minimum salary bill and the recognition by board members that all our salaries needed to be raised."

MICHIGAN

Professional and support staff in an intermediate school district in Allegan will soon be bargaining a single master contract—the first such merger in the state.

In an election conducted this winter by the Michigan Employment Relations Commission, district employees voted overwhelmingly to be represented in bargaining by a single merged Michigan Education Association affiliate.

The new Educational Staff Association of Allegan County Intermediate School District will represent some 50 aides, custodians, secretaries, lifeguards, teachers, school psychologists, social workers, therapists, Title I evaluators, and nurses.

COLORADO

The Denver Classroom Teachers Association has won an arbitration decision on the controversial question of teachers evaluating teachers. The arbitrator ruled that under the contract between DCTA and the school board, teachers cannot be asked to evaluate their colleagues.

The district had created the position of supervising chairperson—someone who teaches half a day and evaluates and helps colleagues the other half. Explaining the dispute, DCTA president Jan Erskine says, "We have language in our contract that prohibits blurring the distinction between teachers and administrators. So we're glad the arbitrator said that the district couldn't assign bargaining unit work—namely teaching—to administrators, or administrative work—namely evaluating—to teachers.

"The arbitrator said that the board would have to choose," Erskine adds, "between making staff members 100 percent teachers or 100 percent administrators; they can't split people between the two kinds of work."

DCTA thinks teachers can properly provide "formative assistance" to help their colleagues with professional growth, Erskine notes, "as long as any information they collect isn't used for 'summative evaluation'—making administrative decisions such as firing or promotion."

The Denver school board directed the superintendent to study the implications of the decision for the district's administrative practice.

OHIO

Reforms in teacher education, a popular theme these days, are nothing new to several local Associations in the Columbus area with a combined membership of over 6,300.

Limiting entry into the teaching profession to only the most qualified students is the aim of the 10-year-old Freshman Early Entry Program (FEEP), a cooperative effort among the six locals, their school districts, and Ohio State University.

FEEP puts potential education majors into K-12 classrooms during their freshman or sophomore year so they can find out early on if they're up to the rigors of teaching. Each quarter, for half days four times a week, some 1,440 OSU students descend on area public schools to observe and assist in classrooms.

"Our teacher-members who volunteer to take part in the program do the evaluating," explains John Grossman, president of the Columbus Education Association, one of the locals involved. "In return, Ohio State gives them free tuition. Every year some 20 percent of the students find that they just aren't suited to teaching—in time to major in something else."

IDAHO

It took 11 months of negotiations, community support, and ultimately a three-day strike before the 85-member Middleton Education Association (MEA) got the point across to the school board.

The point was simple enough. Recognizing that the district had very little money, MEA members had already agreed to a wage freeze for the 1985-86 school year. All they wanted was movement on the existing salary schedule—to be paid the scheduled 4 percent increments for experience and education.

But the board's negotiators refused, arguing that teachers should be content with last year's salaries for another year. So on the last day of February, Middleton teachers went on strike—the first strike in the district's history.

"People did a lot of soul-searching," says MEA President Yvonne Ihli. "We're very committed to this school district, our students, and our community. But at some point you've got to demand respect for your commitment to the teaching profession."

Parents and students stood behind the MEA members. Three days before the strike, students at Middleton High conducted a sit-in in support of their teachers. They demanded—and won—the opportunity to talk about the dispute with administrators and teachers. Parents walked picket lines with teachers and handed out leaflets.

A settlement granting teachers their increments was reached shortly before midnight on March 4—National Teacher Day.

FLORIDA

By late March, the Palm Beach County Classroom Teachers Association had ratified a 1986-87 contract reopener that boosts starting pay to $20,000. Increases average $2,500 for new teachers and $3,772 for veterans; BA teachers can earn up to $30,177.

The average pay hike of 14 percent for the 5,300-member bargaining unit comes on top of last year's average 12 percent boost and the previous year's 9 percent, for a total average salary gain of 35 percent in three years—bringing Palm Beach salaries from the middle to a top position among Florida counties.

Two factors were crucial in building a new, better bargaining relationship with the school board, reports Association President Bill Schmidt. "One was getting the school board to give teacher pay first priority. Then we were able to convince them that if we negotiated earlier in the year, we'd be able to go to the legislature together to fight for increased funding."

A further inducement for the school board was the fact that setting higher teacher salaries early in the year increases Palm Beach's attraction for the new teachers it will need as one of the nation's fastest-growing school districts. □

A DAY OF RECOGNITION

Communities Salute Their Teachers

Jill A. Cannefax

Fifth grader Chris Barley interviews physical education teacher Rick Knight for a student newsletter produced by parents and students at Echo Shaw Elementary in Cornelius, Oregon. In a special issue for National Teacher Day, "Echoes" featured sketches of the school's 22 staff members.

Most American communities celebrated National Teacher Day on Tuesday, March 4. But in two towns just west of Portland, Oregon, the celebration continued all week.

The Forest Grove Education Association (FGEA) met with huge success in involving the citizens of Forest Grove and Cornelius in its activities to recognize teachers. Civic organizations and businesses filled the two towns with signs. Both city councils issued proclamations. Newspapers ran articles and editorials saluting teachers.

FGEA appointed an outside committee to select seven outstanding teachers from those nominated by their colleagues. The seven were honored at several luncheons.

Across the country, Americans took time on National Teacher Day to recognize the commitment and contributions of teachers. Beyond the tried-and-true Main Street banners, gubernatorial proclamations, newspaper editorials, and teacher corsages, local Associations, parent-teacher organizations, and community and business groups spearheaded new ways to honor teachers.

For their part, stores offered book discounts to teachers, YMCAs offered free racquetball court time, and restaurants gave discounts and featured dishes prepared with apples.

But Teacher Day 1986 was a day tinged with sorrow at the loss of a very special colleague. Teachers throughout the country shared their day of recognition with the late Christa McAuliffe, wearing white and yellow ribbons in her memory.

► South Carolina's Greenville County Education Association held an outdoor reception at which it unveiled a 48-foot billboard reading "We Teach the Challengers of Tomorrow." Almost all school district employees attended, contributed $1 to a fund in memory of McAuliffe, and were hoisted up on a scaffold to paint their names on the billboard.

► McAuliffe's own local Association in Concord, N.H., distributed blue and white buttons that read, "I touch the future, I teach." In Christa's honor, they affixed yellow and white ribbons to the buttons.

► In Shawnee Mission, Kans., a school under construction was named for Christa McAuliffe.

► In Bloomfield Hills, Mich., teachers wore special T-shirts given to them by their local Association, parent-teachers organization, and school board. The shirts showed the clasped hands of a teacher and student and the words, "I touch the future, I teach." □

TELEVISION

Lost in the MEDIA MAZE? Here's Help

A new NEA-backed service can help you find the TV or radio program—past, present, or future—that will make any topic come alive for your students.

Babat Photographic Services

Merkle Fraggle, representing Jim Henson's Fraggle Rock,™ helps Cincinnati area students pilot-test KIDSNET, a new clearinghouse on children's programs.

Problem: Your eighth graders are studying 18th century America. How can you find a suitable video that will help them better understand conditions in the late 1700s?

Problem: You teach hearing-impaired youngsters. Which TV programs scheduled to air in the next four weeks will be close-captioned?

Problem: Your sophomore English students really enjoyed this week's TV miniseries on King Henry VIII, and you want to take advantage of the moment. Where can you quickly find a list of related books to hold their enthusiasm?

These problems and many more can be solved by KIDSNET, a computerized clearinghouse that begins operating May 1. KIDSNET offers classroom teachers and school media specialists a service never before available: fast, personal guidance in finding the right radio or TV show for a specific purpose.

Pose a problem like the ones above, and the KIDSNET computer can search its database and provide detailed information about the most appropriate tapes and programs. The database is updated at least once a week, so you're always sure of getting the most current listings.

About 15,000 of the programs on which KIDSNET has comprehensive information have already aired on radio or television and are now available on cassette—either free or at cost—for use by nonprofit educational institutions. The other 5,000 are currently airing or are scheduled for broadcast soon.

Although KIDSNET doesn't endorse programs, it provides you with—

- Title, air date, length, format, and description.
- Related subject or curriculum areas and target age (pre-school through high school).
- Program goals and objectives.
- Availability of print materials, including script, bibliography, or study guide.
- Program's references to books, stories, and plays, if any.
- Awards won.
- Appeal to special groups, such as non-English-speaking, multiethnic, gifted and talented, hearing-impaired.
- Available rights for classroom use.
- Name and address of distributor.
- Preview terms and purchase or rental cost, if any.

David Kohl

Ohio media specialist Karen Everett (left) and gifted and talented teacher Linda Cosler helped test KIDSNET. They've found that the service saves them many hours of research.

KIDSNET was pilot-tested last spring in the metropolitan Cincinnati area—and got an enthusiastic reception.

"It's like an Aladdin's lamp," says Association member Karen Everett, a media specialist for six schools in the Southwest district in suburban Hamilton County. "I just touch a computer or a phone and the information I need appears!"

Linda Cosler, a teacher of gifted and talented students at Harrison Elementary School in the same district, is equally ecstatic. She found KIDSNET provides a wealth of information about materials suitable for her fourth through sixth graders.

KIDSNET subscribers gain access to the system either by electronic mail or by a special toll-free telephone number (except in Alaska). The system is available seven days a week, 24 hours a day, to computer users. Hookup (which is included in the subscription price) requires a terminal or upgraded word processer and a modem. A user's guide tells subscribers how to initiate a search via electronic mail. KIDSNET responds in 24 to 72 hours.

Subscribers who just want to know what programs are in production and which ones will offer study guides can tap into KIDSNET's electronic bulletin board.

KIDSNET's toll-free telephone lines are open to subscribers Monday through Friday from 9 a.m. to 5:30 p.m. ET. Responses come by electronic or postal mail.

Potential uses of KIDSNET are almost limitless. Association member Patricia Deloff, an audiovisual specialist with the Baldwinsville, N.Y., schools, cites the advantage of finding out the details about upcoming programs' off-air taping rights.

"Many teachers want to show certain TV programs beyond the 10-day period normally permitted under the fair use provisions of the federal copyright law," Deloff says. "KIDSNET tells us if we can do this."

KIDSNET is a project of the National Foundation for the Improvement of Education (NFIE), NEA's nonprofit, tax-exempt education and charitable foundation. KIDSNET expects to be self-supporting in the near future. Meanwhile, grants supporting the operation come from several other foundations as well as the three major networks.

—Diane Dismuke

Ready To Subscribe to KIDSNET?

If you order by June 30, cost is $157.50 for a one-year electronic mail subscription to KIDSNET, which allows 13 searches; additional searches are $9 each. A one-year subscription using the toll-free telephone number is $222.50, which allows nine searches; additional searches are $11 each. The prices will go up 10 percent on July 1.

School media specialists and librarians across the country should have received a mailing from KIDSNET in April. If you're a media specialist or librarian who didn't get the mailing, or if you need more details, contact KIDSNET at 1201 16th St., N.W., Washington, DC 20036 (202/466-4252).

Kids Are What They View

How much does television influence the way children think and feel? Research at the University of Wisconsin-Madison's School of Family Resources and Consumer Sciences offers evidence that preschoolers as young as age 3 understand and absorb basic TV plots—and from that point on, what they view influences them for better or worse.

Home economics communications associate professor Suzanne Pingree showed an eight-minute version of a "Different Strokes'' episode to 18 youngsters age 3 to 5 and to UW students. She then asked the children to use dolls to reenact what they'd seen—and compared their versions to the college students' descriptions of the same clip.

"I thought there would be a qualitative difference," says Pingree, "but there wasn't. The children just included fewer details."

Children not only understand TV messages but tend to believe them without question, points out Dennis Adams, associate professor of educational studies at the University of Northern Colorado. Television has become our children's main source of information, Adams asserts—and one unfortunate result can be cultural myopia.

Commercial television tends to portray the Soviet Union in stereotyped terms, as either comic (as in the recent Wendy's ads) or the essence of evil (as in the Rambo cartoon show), Adams charges.

He suggests that teachers show students the roles that certain conventions, codes, and cliches play in the structure of a video story. Comparing newspaper and magazine articles to TV programs on the same topic can also help children learn to recognize distortions and separate cultural biases from reality.

Does TV viewing adversely affect one's desire to read for enjoyment? Many experts think so. A recent National Assessment of Educational Progress study found that more and more students of all ages are watching more and more TV—and reading only for information, not for pleasure.

Still, the "tube'' may offer educational benefits. When young and disadvantaged students are exposed to TV, they tend to develop a richer vocabulary than do those in a control group not exposed to TV, reports Arthur D. Sheekey, a senior associate of the Washington, D.C.-based Youth Policy Institute. Another study—this one based on results of the California Statewide Assessment Program—concludes that watching a moderate amount of TV has a positive effect on the test scores of disadvantaged students.

—D.D.

Meet:

Randy Davis

Jaye Clearwater Day

Darlene Carney

Greta Pratt

Darlene Carney, Randy Davis, and Jaye Clearwater Day comprise the Grand Portage Indian Reservation's entire teaching staff. Some 300 people live on this Minnesota reservation, on the Lake Superior shore just six miles from the Canadian border.

The three Association members teach 30 elementary students at Grand Portage School, a three-room log schoolhouse built in 1938.

One very cold day this winter, NEA Today *staff writer Marian Clayton visited the tiny school, where Carney teaches first and second grade, Davis third and fourth, and Clearwater Day fifth and sixth. Clearwater Day is the Minnesota Indian Education Association's 1986 Teacher of the Year.*

Teachers with a Sense of Tradition

How do teaching and learning at Grand Portage differ from those processes at any other elementary school?
***Clearwater Day*:** Like any school, we give number one priority to academics. But here, Indian culture comes a close second. It's essential that Indian children know about their people and their contributions to America.

Do all the kids live on the reservation?
***Davis*:** Yes. Most are Indian—Chippewa, sometimes called Ojibwe. A few are white.

Jaye, are you a member of the Chippewa tribe?
***Clearwater Day*:** No, I'm Iroquois, from a reservation in Erin, N.Y. My husband is a member of this tribe. I attended college in Duluth and started my teaching career here three years ago.

What do most of the adults here do for a living?
***Clearwater Day*:** Logging and fishing. Some work at the Grand Portage Lodge and Conference Center—a 100-room hotel owned by the reservation. Others work for the Reservation Business Committee—the reservation's self-governing body, formed in 1939. We have a national monument that's open during the summer, so a few work for the National Park Service.

I hear Grand Portage School may be closed soon. Why?
***Carney*:** The Cook County school board was expecting a $500,000 budget deficit, but projections from a new state report are even worse. The state expects this district will have a $600,000 deficit. So board members are meeting to decide what to cut. Closing Grand Portage is one option. The board is also considering closing an elementary school in Lutsen, almost 70 miles from here.

Where would your students go to school if Grand Portage closed?
***Clearwater Day*:** Saw Tooth Mountain Elementary School in Grand Marais. When our kids reach seventh grade, they go to high school in Grand Marais. It's about a 40-mile ride for some and a longer one for others.

Would the school surroundings be similar to what's here?
***Clearwater Day*:** Not at all. There's little emphasis on Indian culture at schools in Grand Marais. That's why many of our students feel lost when they reach the middle school years. For elementary kids, it'll be worse.

This is happening at a time when we've succeeded in lowering our high school dropout rate. We went from 33 percent in 1980 to 0 percent last year. Test scores in academic areas also increased by 20 percent during that time period.

Grand Portage School plays an important part in getting our kids off to a good start.

How do you feel about the way American Indians are portrayed in history books?
***Clearwater Day*:** I'm dissatisfied. Much of the story of the Indian people and their contributions to America is ignored. We use the assigned textbooks, of course, but we also use other sources to get a true historical picture.

I see a lot of that history in the hall and in the classrooms. Could you tell me about the ways kids learn about their past?
***Davis*:** Some of the kids' grandparents made the wood carvings, the moccasins, and the beadwork. The photos are of Grand Portage classes from years ago, some dating back as far as 1938. They include families of children who are in school here now.

***Carney*:** Indian people have always relied on oral history to learn about their past. This community is no different. It isn't unusual for an elder to visit the school on any day, for no particular reason. Yesterday one of the grandmothers came to my class and talked with the kids.

Greta Pratt

How do parents and other members of the community feel about the proposed closing?
***Carney*:** They're fighting it. One group of parents is trying to raise money to pay teachers, saying that they won't send their young children to Grand Marais.

***Clearwater Day*:** They've been quite verbal and adamant about keeping the school open. They talk about their experiences in schools where they were a tiny minority. They talk about feeling lost and not wanting to subject their young to that experience.

Darlene and Randy, you've taught in traditional public schools. Has your experience teaching on the reservation changed your outlook?
***Carney*:** There are many values that transcend cultures, but there are some things that are unique to each race. Important things, I think. Indian people have a different way of rearing their children than white folk, for example. Some of the families here practice the Chippewa religion. We respect the differences. We don't impose our values on the children.

***Davis*:** We've learned so much from Jaye and from the parents. When I step through the doors each morning, I get a feeling of friendly spirits. This school is really the lifeline of the community. It would be a tragedy if it were closed.

Some might argue that since the building is owned by the reservation, it could still serve the purposes you've mentioned, even if it no longer housed a formal school. Are there other reasons you feel the school should remain open?
***Clearwater Day*:** Our classes are unusually small. We can give individualized attention...

***Carney*:** More instructional time...

***Davis*:** We get to know each child and have close ties with parents.

Will the three of you transfer to Grand Marais if your school closes?
***Carney*:** No, we'd just be out of a job. With the budget's being so tight, the district simply couldn't accommodate us.

By the way, I haven't met the principal. Does one of you act in that capacity?
***Davis*:** No. Our principal is also the principal of Saw Tooth Mountain Elementary. He comes here once a week.

Do the students know that Grand Portage might close?
***Carney*:** The older ones are aware of the problem. I've heard them discussing it. But they're all so involved in activities here, there's little time to think about it. The impact of such a move hasn't hit them—yet.

Seeing this school has been a real treat. Would you tell me about some of the reservation's other historic sites?
***Clearwater Day*:** You'll have to stop by the Trading Post. It was built in the 1960s and is still the only grocery store on the reservation. There's Holy Rosary Church, made of tamarack logs. It's one of the oldest in the state. East of the church is a 300-year-old twisted tree, called Manito Geezhigaynce.

All of the trees, the hills, the waters, and the people attract our visitors. Grand Portage is a beautiful, calm place. □

INTERNATIONAL

ENDING HUNGER

When children hear that other children are hungry, they want to help. But in order to help, they need to learn some math, some science, some geography, some nutrition...

"I've never thought that much about eating," remarked Charlie Brown last Thanksgiving. "You do," a melancholy Snoopy reflected, "when your dish is empty!"

Their musings were the contribution of their creator, Charles Schulz, to a cartoonists' campaign to remind readers that some people around the world were hungry on that day of American plenty. The cartoonists were probably thinking of places like Ethiopia, where famine has made headlines in the past two years.

United Nations

But famine is only the most visible type of hunger. Worldwide, more than 90 percent of hunger-related deaths are caused not by famine but by less dramatic problems that reduce resistance to disease: lack of calories and protein, or too few vitamins, or too many parasites, or just the dearth of food before the harvest.

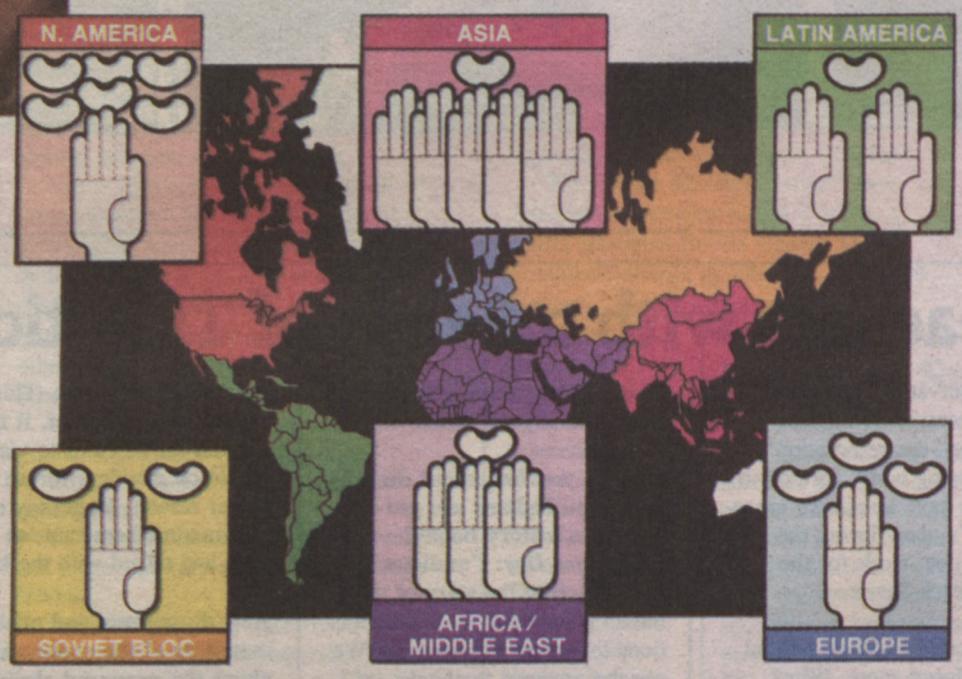
In developing countries, a fourth of all the children born will die before their fifth birthday. Adequate vitamin A alone—a daily handful of greens—could prevent 20 to 30 percent of those deaths.

Since the first rock concert benefit for the hungry in 1984, many American students have become aware of the suffering that hunger causes—and they want to know how they can help.

"Kids are interested in learning about world hunger," contends Carol Pelletier, president of the Middleboro (Mass.) Education Association. "It's happening right now, to other kids their age."

One very practical way to fight hunger is to take part in the "Hands Across America" project on May 25 (see page 25).

At the elementary level, Pelletier emphasizes, the best focus is on simple awareness of hunger and empathy for the hungry. In social studies, this fifth grade teacher uses lessons on world hunger to introduce or polish skills like mapping. Nutrition and health, chemistry, arithmetic, earth science, reading, and writing are other subjects where Pelletier finds that her students' interest in hunger can reinforce learning.



"Whatever the children are studying," Pelletier says, "they remember it when it's connected to real people."

Almost a continent away, in Boise, Idaho, Pam Leis's four eighth and ninth grade home economics classes at East Junior High School study a range of topics, including consumerism, cooking, nutrition—and hunger. This year, they visited a surplus food warehouse to watch volunteers organize donations from grocery stores and food manufacturers for distribution to feeding centers.

Inspired, the home economics students made whole grain muffins; three members of each class went to a local soup kitchen, helped make sandwiches, served their muffins, and reported back to their class. Class members then wrote letters about hunger to Congress and President Reagan.

"Visiting the soup kitchen was an eye-opening experience," Leis reports. "Boise isn't a major city where you see hungry people on the streets. The students started out by asking 'Why don't they get jobs? Why don't they move away?'

"At first they didn't quite know how to act at the soup kitchen," Leis recalls. "But afterwards they were asking a different kind of question: 'Where do these people sleep? Where do they go?'"

Lessons about hunger can find their way into all parts of the curriculum. A few samples:

► Where are the hungry? *The State of the World's Children, 1986* (see resource list at right) lists infant mortality rates for various countries; an annual rate above 50 per 1,000 indicates that hunger is a serious problem. Massachusetts' Carol Pelletier has her fifth graders identify those countries with high rates and fill in their names on unlabeled maps.

"They notice right away," she notes, "that ours isn't one of those countries—but they talk about hunger here, too."

► Where is our food? Leis and Pelletier are among the many teachers who pass out beans or peanuts to their students to show that hunger is caused by poor distribution of the food that's produced. They divide their students up to represent the populations of different regions. Then Pelletier, for example, hands her 24 Asians five beans to share, while her two North Americans get 11 beans. Her three South Americans are luckier than the Asians: they get half a bean each. After analyzing the location of people and food, the class discusses problems hindering distribution and ways to solve them.

► How does hunger feel? With their parents' permission and the guidance of an Oxfam (see resources box) kit on fasting, students can choose to fast for a day from junk food and snacks or some other part of their customary diet. They keep a log to find out just how well—or how badly—nourished they are and to see how much more food they have than they need.

► When Pelletier's fifth graders were studying the famine that was taking place in Ethiopia in 1984, they decided to help. They set up a store in their classroom, bringing in baked goods and used books and toys to sell to other students at recess. Other classes picked up the idea and held a raffle, a bake sale, and a fast to save money for a class donation. That winter the students raised $1,362.16 to give to Oxfam, an organization that distributes food in areas where hunger is prevalent.

Beyond such skills as mapping, statistics, and bookkeeping, what have Pelletier's students learned? One of them offers this analysis of world hunger: "If we don't help, nobody will. Face the facts: we have hungry people in the world. We have to learn about it to fight it."

"When these kids grow up," Pelletier predicts, "they're going to create solutions to the problems that perpetuate hunger."

—Jane Power

CARE

Campaign Goal: Save 20,000 Lives a Day

Each day some 40,000 children under the age of five die from readily avoidable causes—mainly diseases that vaccination could wipe out and the dehydration that comes from diarrhea.

In March a group of some 20 organizations concerned about children and hunger—including CARE, UNICEF, the Red Cross, and Save the Children—launched a two-year Child Survival Campaign they say can prevent half of these deaths, which now total about 15 million a year. The campaign involves four simple, inexpensive steps:

► Growth monitoring to help parents prevent malnutrition. With a 10-cent weight chart and some basic facts about weaning, most parents can keep their children healthy. Taking children for regular weighing also gives health workers a chance to check their general condition.

► Oral rehydration therapy to save the more than 4 million children who die each year from dehydration. Parents can almost always prevent dehydration by using a 10-cent packet of sugars and salts.

► Breast feeding to give infants the best possible food, along with immunity from most common infections until they're six months old.

► Immunization to protect children from the six common diseases that kill an estimated 5 million youngsters each year and disable 5 million more. Basic immunization costs about $5 per child: a large sum in some countries, but little enough to many Americans.

To find out how you and your students can help, write Paul Martin, Dept. 1254P, Campaign for Child Survival, 331 E. 38th St., New York, NY 10016, or call him at 212/686-5522, and identify yourself as an NEA member. *—J.P.*

Food for Thought

Organizations

Food First (Institute of Food and Development Policy), 1885 Mission St., San Francisco, CA 94110. 415/864-8555. Attn: Julia Rosenbaum.

The Hunger Project, 1388 Sutter St., San Francisco, CA 94109. 415/928-8700. Attn: Kathleen Kook.

Impact on Hunger, 145 E. 49th St., New York, NY 10017, 212/750-9893. Attn: Schools Project Coordinator.

Oxfam America, Development Education Clearinghouse, 95 Broadway, Boston, MA 02116. 617/574-8800. Attn: Kevin Murray.

Save the Children Federation, 54 Wilton Rd., Westport, CT 06880. 800/243-5075. Attn: Judy Martin.

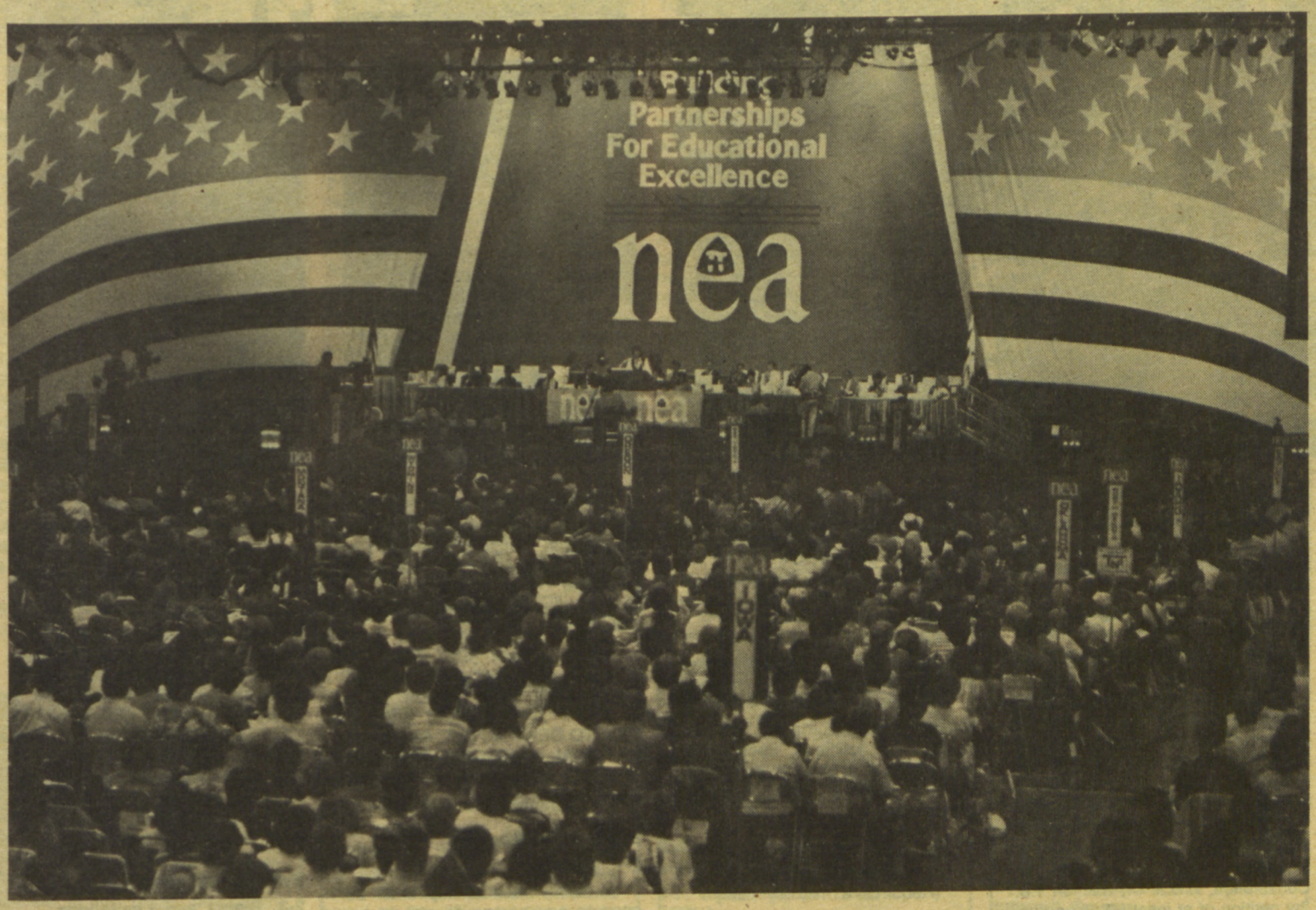
Books

Ending Hunger: An Idea Whose Time Has Come. The Hunger Project (New York: Praeger, 1985), 430 pp. $14.95.

The State of the World's Children, 1986. UNICEF (New York: Oxford University Press, 1985). 168 pp. $6.95.

National Education Association

Proposed Amendments to the NEA Constitution, Bylaws, and Standing Rules for Vote by the 1986 NEA Representative Assembly



This issue of *Proposed Amendments to the Constitution, Bylaws, and Standing Rules* contains all amendments that have been submitted in accordance with Article IX of the Constitution and Standing Rule 9 no later than 120 days preceding the NEA Annual Meeting.

Further information may be obtained from the NEA Executive Office, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (telephone 202-822-7000).

(Deletions are in brackets; additions are underscored.)

NEA COMMITTEE ON CONSTITUTION, BYLAWS, AND RULES

E. ANNE MOUDY
Indiana, Chairperson

ELLEN LOGUE
California

HORACE M. MAYO
Minnesota

ARLENE H. MITCHELL
Pennsylvania

LARRY L. RUTH
New York

PROPOSED AMENDMENTS TO THE NEA CONSTITUTION

AMENDMENT 1
(Requires a 2/3 vote)

Title: TO MAKE THE PRESIDENT OF A STATE AFFILIATE AN EX OFFICIO DELEGATE TO THE NEA REPRESENTATIVE ASSEMBLY UNDER SPECIFIED CONDITIONS.

Article III. Representative Assembly

Section 3. Election of Delegates.

b. Election to executive office or to the Board of Directors or to the Executive Committee or to the presidency of a state affiliate shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers, provided that election to the Board of Directors by NEA Active and Educational Support members within the state shall constitute election to the Representative Assembly for all purposes.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Pat Richey, Nebraska

AMENDMENT 2
(Requires a 2/3 vote)

Title: TO DELETE THE GUARANTEED MINIMUM OF SEVENTY-FIVE (75) PERCENT CLASSROOM TEACHERS ON NEA COMMITTEES AND TO SUBSTITUTE A GUARANTEED MINIMUM OF SEVENTY-FIVE (75) PERCENT CATEGORY 1 MEMBERS (I. E., ACTIVE AND EDUCATIONAL SUPPORT MEMBERS WHO ARE NONSUPERVISORS).

Article III. Representative Assembly

Section 6. Committees.

All appointive bodies of the Association except the Review Board shall be designated by the term *committee*. A Committee on Constitution, Bylaws, and Rules shall be established by the Representative Assembly. All other committees shall be established or discontinued as provided in the Bylaws. All committees shall comprise at least seventy-five (75) percent [classroom teachers] category 1 members. There shall be a minimum of twenty (20) percent ethnic-minority representation on each committee.

Bylaw 3. Representative Assembly

3-13. Committee Appointment, Qualifications, and Vacancies.

b. Absence of a member from two (2) consecutive meetings shall constitute resignation. A member shall vacate the seat held if a change in the member's educational position shall violate the constitutional requirement for at least seventy-five (75) percent [classroom teacher] category 1 member committee membership. Each vacancy on a standing committee shall be filled for the remainder of the term.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)
Contact person: Nancy L. Marrone, Maine

AMENDMENT 3
(Requires a 2/3 vote)

Title: TO EXTEND THE TERMS OF THE EXECUTIVE OFFICERS FROM TWO (2) TO THREE (3) YEARS EFFECTIVE WITH THE ELECTION OF THE SECRETARY-TREASURER BY THE 1986 REPRESENTATIVE ASSEMBLY AND WITH THE ELECTION OF THE PRESIDENT AND VICE-PRESIDENT BY THE 1987 REPRESENTATIVE ASSEMBLY; AND TO MAINTAIN THE CURRENT PATTERN OF STAGGERED TERMS FOR EXECUTIVE OFFICERS.

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

a. [In odd numbered years] Effective with the 1987 Representative Assembly and each third year thereafter, the President and the Vice-President shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with this Constitution, the Bylaws, and the Standing Rules.

b. [In even numbered years] Effective with the 1986 Representative Assembly and each third year thereafter, the Secretary-Treasurer shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with this Constitution, the Bylaws, and the Standing Rules.

d. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be [two (2)] three (3) years beginning September 1 following their election. . . .

Section 5. Succession and Vacancies.

b. If during the first or second year of a term a vacancy in either the office of Vice-President or the office of Secretary-Treasurer occurs, such vacancy shall be filled by the Board of Directors, which shall elect a successor to serve until the next meeting of the Representative Assembly. The Representative Assembly shall then elect a successor for the remainder of the term. In the event a vacancy occurs during the [second] third year of a term, the Board of Directors shall elect a successor for the remainder of the term.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Maida F. Townsend, Vermont

AMENDMENT 4
(Requires a 2/3 vote)

Title: TO REMOVE THE LIMIT ON THE NUMBER OF TERMS THAT AN EXECUTIVE OFFICER, A STATE OR RETIRED DIRECTOR, OR AN EXECUTIVE COMMITTEE MEMBER MAY SERVE.

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

d. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be two (2) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in this Constitution. [An executive officer shall serve no more than two (2) terms in succession in the office to which elected.]

Article V. Board of Directors

Section 2. Terms of Office.

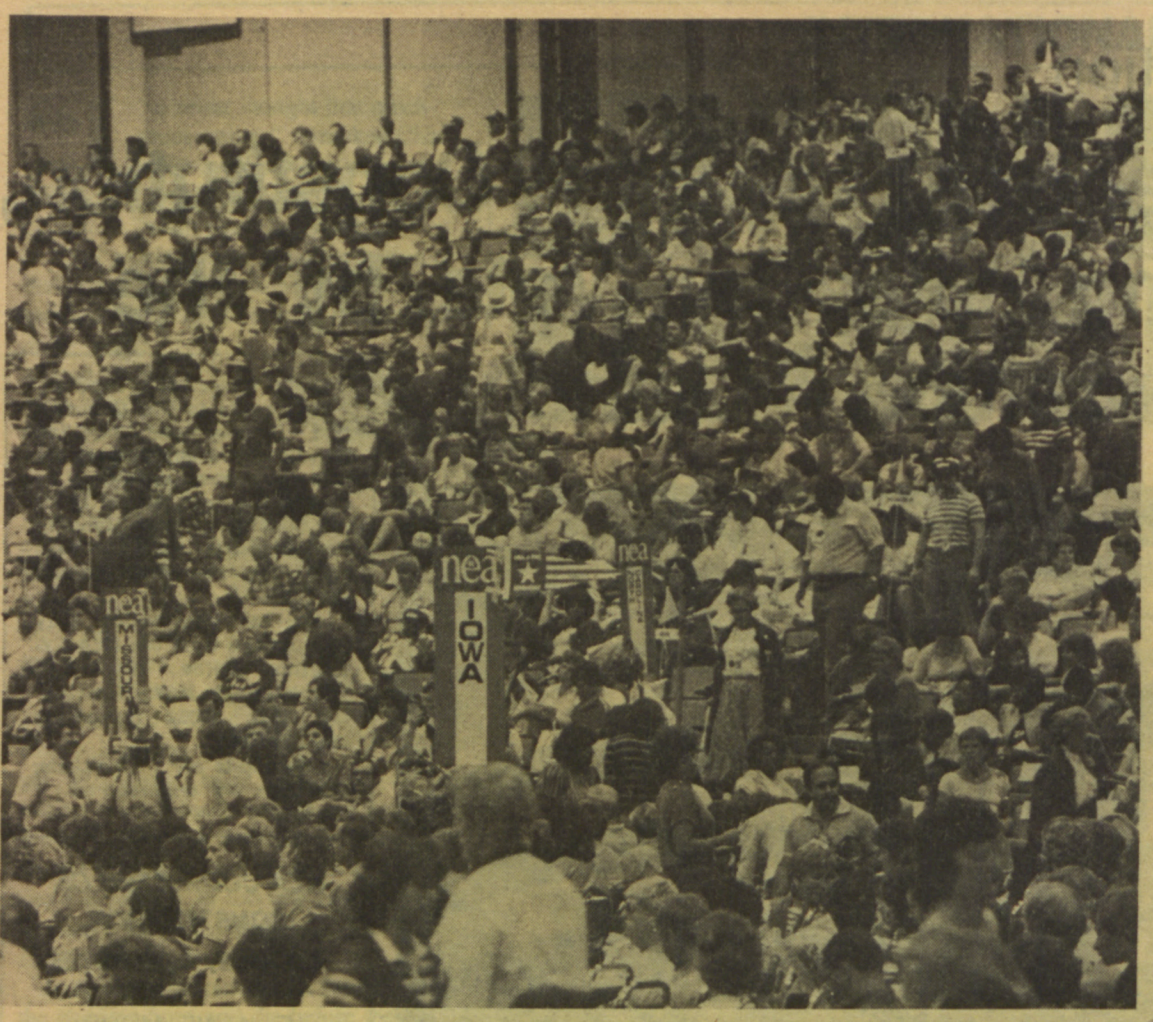
[b. NEA state and retired directors shall serve no more than two (2) terms.]

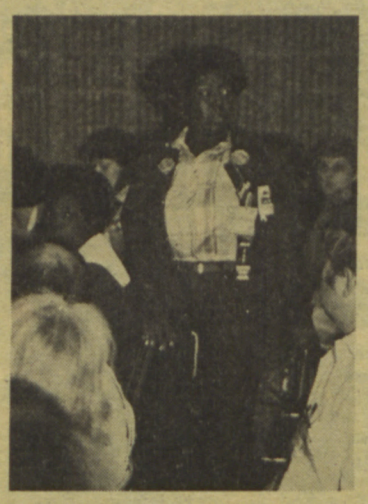
Article VI. Executive Committee

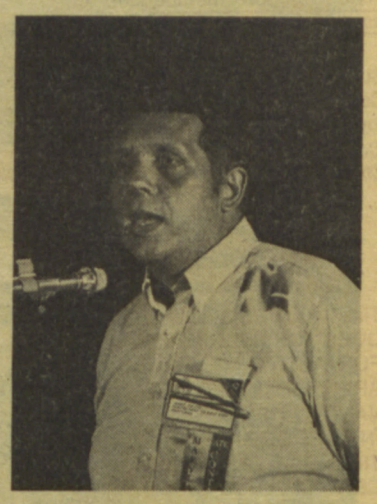
Section 2. Qualifications and Term of Office.

a. Terms of the Executive Committee members other than the executive officers shall be three (3) years beginning September 1 following the election. [Such members of the Executive Committee shall not serve more than two (2) terms.]

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)







Contact person: R. Eugene Earsom, Oklahoma

AMENDMENT 5
(Requires a 2/3 vote)

Title: TO INCREASE FROM TWO (2) TO THREE (3) THE NUMBER OF TERMS AN EXECUTIVE OFFICER MAY SERVE IN THE OFFICE TO WHICH ELECTED.

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

d. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be two (2) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in this Constitution. An executive officer shall serve no more than [two (2)] three (3) terms in the office to which elected.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Mardi Schroer, Colorado

AMENDMENT 6
(Requires a 2/3 vote)

Title: TO REMOVE THE LIMIT ON THE TOTAL NUMBER OF TERMS THAT AN EXECUTIVE OFFICER, A STATE OR RETIRED DIRECTOR, OR AN EXECUTIVE COMMITTEE MEMBER MAY SERVE; AND TO PROVIDE THAT THEY MAY SERVE NO MORE THAN TWO (2) TERMS IN SUCCESSION IN THE SAME OFFICE.

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

d. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be two (2) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in this Constitution. An executive officer shall serve no more than two (2) terms in succession in the office to which elected.

Article V. Board of Directors

Section 2. Terms of Office.

b. NEA state and retired directors shall serve no more than two (2) terms in succession.

Article VI. Executive Committee

Section 2. Qualifications and Term of Office.

a. Terms of the Executive Committee members other than the executive officers shall be three (3) years beginning September 1 following the election. Such members of the Executive Committee shall not serve more than two (2) terms in succession.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Jean Krause, Alaska

PROPOSED AMENDMENTS TO THE NEA BYLAWS

AMENDMENT 7
(Requires a majority vote)

Title: TO CREATE A SUBSTITUTE MEMBERSHIP CATEGORY TO PROVIDE DAY-TO-DAY SUBSTITUTES THE OPTION OF JOINING AS SUBSTITUTE MEMBERS OR AS ACTIVE OR EDUCATIONAL SUPPORT MEMBERS AS APPROPRIATE; TO PROVIDE THAT SUBSTITUTE MEMBERS SHALL RECEIVE EDUCATORS EMPLOYMENT LIABILITY COVERAGE AND OTHER ASSOCIATION BENEFITS AND SERVICES AUTHORIZED BY THE BOARD OF DIRECTORS; AND TO ESTABLISH THE SUBSTITUTE MEMBERSHIP DUES AT TEN DOLLARS ($10) PER YEAR.

Bylaw 2. Membership

2-1. Classes.

a. There shall be [seven (7)] eight (8) classes of membership in the Association: Active, Educational Support, Student, Retired, Substitute, Reserve, Staff, and Associate.
(New section f)

f. An educational employee employed on a day-to-day basis who is eligible for membership in another category shall have the option of joining the Association as a Substitute member. Substitute members shall receive Educators Employment Liability coverage and other benefits and services authorized by the Board of Directors.
(Reletter subsequent sections)

2-7. Membership Dues.

(New section i)

i. Dues for Substitute members shall be ten dollars ($10) yearly.
(Reletter subsequent sections)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Larry Koenck, Minnesota

AMENDMENT 7A
(Requires a majority vote)

Title: TO CREATE A SUBSTITUTE MEMBERSHIP CATEGORY TO PROVIDE DAY-TO-DAY SUBSTITUTES THE OPTION OF JOINING AS SUBSTITUTE MEMBERS OR AS ACTIVE OR EDUCATIONAL SUPPORT MEMBERS AS APPROPRIATE; TO PROVIDE THAT SUBSTITUTE MEMBERS SHALL RECEIVE EDUCATORS EMPLOYMENT LIABILITY COVERAGE AND OTHER ASSOCIATION BENEFITS AND SERVICES AUTHORIZED BY THE BOARD OF DIRECTORS; AND TO PROVIDE THAT THE DUES OF SUBSTITUTE MEMBERS SHALL BE ESTABLISHED BY THE BOARD OF DIRECTORS.

Bylaw 2. Membership

2-1. Classes.

a. There shall be [seven (7)] eight (8) classes of membership in the Association: Active, Educational Support, Student, Retired, Substitute, Reserve, Staff, and Associate.
(New section f)

f. An educational employee employed on a day-to-day basis who is eligible for membership in another category shall have the option of joining the Association as a Substitute member. Substitute members shall receive Educators Employment Liability coverage and other benefits and services authorized by the Board of Directors.
(Reletter subsequent sections)

2-7. Membership Dues.

(New section i)

i. Dues for Substitute members shall be established by the Board of Directors.
(Reletter subsequent sections)
Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the Board of Directors)
Contact person: Michael J. Morris, Colorado

AMENDMENT 8
(Requires a majority vote)

Title: TO DENY ACTIVE AND EDUCATIONAL SUPPORT MEMBERSHIP TO ADMINISTRATORS AND SUPERVISORS.

Bylaw 2. Membership

2-1. Classes.

b. Active membership shall be open to any person (i) who is engaged in or who is on a limited leave of absence from professional educational work or (ii) who is serving as an executive officer of the Association or of a state or local affiliate. An Active member shall hold or shall be eligible to hold a baccalaureate or higher degree or the regular teaching, vocational, or technical certificate required by his or her employment or shall be an exchange teacher who is regularly employed as a teacher in another country. Active membership is limited to persons who support the principles and goals of the Association and maintain membership in the local and state affiliates where eligible. Active membership is denied to administrators and supervisors.

c. Educational Support membership shall be open to any employee of a school district, college or university, or other institution devoted primarily to educational work who is not eligible for Active membership, including a person who is on a limited leave of absence from such employment or who is serving as an executive officer of the Association or of a state or local affiliate. Educational Support membership is limited to persons who support the principles and goals of the Association and maintain membership in the local and state affiliates where eligible. Educational Support membership is denied to administrators and supervisors.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Robert Moir, New Jersey

AMENDMENT 9
(Requires a majority vote)

Title: TO DELETE BYLAW 2-3.d. AND THEREBY REMOVE THE RIGHT OF THE ASSOCIATION TO DENY MEMBERSHIP TO AN INDIVIDUAL WHO IS A MEMBER OF A NEGOTIATING TEAM REPRESENTING A SCHOOL BOARD OR BOARD OF TRUSTEES OF A HIGHER EDUCATION INSTITUTION IF SUCH DENIAL IS REQUESTED BY A GOVERNING BODY OF AN ASSOCIATION AFFILIATE IN THE SCHOOL DISTRICT OR HIGHER EDUCATION INSTITUTION IN QUESTION.

Bylaw 2. Membership

2-3. Rights and Limitations.

[d. An individual who is a member of a negotiating team representing a school board or representing a board of trustees of a higher education institution shall be denied membership if such denial is requested by a governing body of an Association affiliate in the school district or higher education institution in question. The Executive Committee shall adopt rules for implementing this Bylaw.]
(Reletter subsequent sections)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Ann Kavanaugh, Connecticut

AMENDMENT 10
(Requires a majority vote)

Title: TO PROVIDE THAT THE MEMBERSHIP FEE OF ACTIVE OR EDUCATIONAL SUPPORT MEMBERS WHO ARE REGULARLY EMPLOYED LESS THAN TWENTY-FIVE (25) PERCENT OF THE NORMAL SCHEDULE FOR A FULL-TIME EMPLOYEE SHALL BE ONE-FOURTH (1/4) OF THE ACTIVE OR EDUCATIONAL SUPPORT MEMBERSHIP DUES, AS APPROPRIATE.

Bylaw 2. Membership

2-7. Membership Dues.

e. The membership fee for persons eligible for Active membership and Educational Support membership who are regularly employed for at least twenty-five (25) percent but no more than fifty (50) percent

(Deletions are in brackets; additions are underscored.)

[or less] of the normal schedule for a full-time employee (as verified by the local association) shall be one-half (1/2) of the Active or Educational Support membership dues, as appropriate.

(New section f)

f. The membership fee for persons eligible for Active membership and Educational Support membership who are regularly employed for less than twenty-five (25) percent of the normal schedule for a full-time employee (as verified by the local association) shall be one-fourth (1/4) of the Active or Educational Support membership dues, as appropriate.

(Reletter subsequent sections)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Larry Koenck, Minnesota

AMENDMENT 10A
(Requires a majority vote)

Title: TO PROVIDE THAT THE DUES OF PERSONS ELIGIBLE FOR ACTIVE MEMBERSHIP WHO ARE WORKING TOWARD AN ADVANCED DEGREE IN A MENTORING PROGRAM, TEACH FULL TIME, BUT EARN FIFTY (50) PERCENT OR LESS OF THE NATIONAL AVERAGE ANNUAL PUBLIC SCHOOL CLASSROOM TEACHER SALARY SHALL BE ONE-HALF (½) OF THE ACTIVE MEMBERSHIP DUES.

Bylaw 2. Membership

2-7. Membership Dues.

(New section f)

f. The membership fee for persons eligible for Active membership who are working toward an advanced degree at an accredited institution of higher education and, as part of their course of study, teach full time in a school district under the mentorship of a fully certificated teacher but earn fifty (50) percent or less of the national average annual salary of classroom teachers in the public elementary and secondary schools shall be one-half (½) of the Active membership dues.

(Reletter subsequent sections)

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 members from two or more states)
Contact person: Larry Koenck, Minnesota

AMENDMENT 11
(Requires a majority vote)

Title: TO DELETE FROM BYLAW 3-1.a. THE PROVISION THAT DELEGATE REPRESENTATION IN THE NEA REPRESENTATIVE ASSEMBLY FROM STATE AND LOCAL AFFILIATES SHALL BE ON THE BASIS OF PROPORTIONAL REPRESENTATION BY EDUCATION POSITION; AND TO DELETE FROM THE STANDARDS FOR STATE AFFILIATES THE REQUIREMENT THAT AN ALL-INCLUSIVE AFFILIATE SHALL PROVIDE PROPORTIONAL REPRESENTATION BY EDUCATION POSITION ON ITS GOVERNING BODIES BETWEEN ITS NONSUPERVISOR MEMBERS AND ITS SUPERVISOR MEMBERS.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active and Educational Support membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes.

[Representation from state and local affiliates which provide all-inclusive membership shall be on the basis of proportional representation by education position. A delegate elected to represent an affiliate shall be a member of that affiliate.]

Bylaw 8. Affiliates and Special Interest Groups

8-11. Standards for State Affiliates.

a. Each affiliate shall apply the one-person—one-vote principle for representation on its governing bodies except that the affiliate shall take such steps as are legally permissible to achieve ethnic-minority representation at least proportionate to its ethnic-minority membership. [Where an all-inclusive affiliate exists, it shall provide proportionate representation between its nonsupervisor members and its supervisor members.] The state affiliate shall designate. . . .

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Tommie O'Donnell, Virginia

AMENDMENT 11A
(Requires a majority vote)

Title: TO CHANGE THE FORMULA FOR THE ALLOCATION OF STUDENT DELEGATE CREDENTIALS TO STATE AFFILIATES TO ONE (1) CREDENTIAL FOR THE FIRST FIFTY (50) STUDENT MEMBERS OF THE ASSOCIATION, A SECOND CREDENTIAL WHEN STUDENT MEMBERSHIP IN THE STATE REACHES SEVEN HUNDRED FIFTY (750), AND AN ADDITIONAL CREDENTIAL FOR EACH FIVE HUNDRED (500) STUDENT MEMBERS THEREAFTER.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

d. [Allocation of delegate credentials for Student members of the Association within each state shall be made to state affiliates based on the ratio of 1:250 for the first 250 Student members of the Association and an additional delegate for each 500 Student members thereafter.] Each state affiliate shall be allocated one (1) delegate credential for the first fifty (50) Student members of the Association. The state affiliate shall receive a second credential when Student membership in the state reaches seven hundred fifty (750) and an additional credential for each five hundred (500) Student members thereafter.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the Board of Directors)
Contact person: Jesse W. Cook, North Dakota

AMENDMENT 11B
(Requires a majority vote)

Title: TO CHANGE FROM JANUARY 15 TO MARCH 15 THE DATE FOR COMPUTING STUDENT DELEGATE ENTITLEMENTS TO THE NEA REPRESENTATIVE ASSEMBLY.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

a. Allocation of delegate credentials for Student members of the Association within each state shall be made to state affiliates based on the ratio of 1:250 for the first 250 Student members of the Association and an additional delegate for each 500 Student members thereafter. The allocation shall be on the basis of Student membership in the Association as of [January 15] March 15 of the calendar year in which the Representative Assembly convenes.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the Board of Directors)
Contact person: Debby A. Clanton, Texas

AMENDMENT 11C
(Requires a majority vote)

Title: TO CHANGE THE FORMULA FOR THE ALLOCATION OF RETIRED DELEGATE CREDENTIALS TO STATE AFFILIATES TO 1:50 FOR THE FIRST 50 RETIRED MEMBERS AND AN ADDITIONAL DELEGATE FOR EACH 1,000 RETIRED MEMBERS THEREAFTER.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

e. Allocation of delegate credentials for Retired members of the Association within each state shall be made to state affiliates based on the ratio of [1:500] 1:50 for the first [500] 50 Retired members and an additional delegate for each 1,000 Retired members thereafter.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the Board of Directors)
Contact person: Joseph W. Westbrook, Tennessee

AMENDMENT 11D
(Requires a majority vote)

Title: TO PROVIDE, AS A STANDARD OF AFFILIATION, THAT IF AN AFFILIATE SEEKS TO RECRUIT AND REPRESENT EDUCATIONAL SUPPORT PERSONNEL, THE AFFILIATE SHALL GRANT SUCH PERSONNEL MEMBERSHIP IN THE AFFILIATE WITH FULL RIGHTS OF PARTICIPATION AND SHALL REQUIRE SUCH MEMBERS TO BE UNIFIED MEMBERS WHERE ELIGIBLE.

Bylaw 8. Affiliates and Special Interest Groups

8-7. Standards for Local Affiliates.

The Association shall not affiliate a local association unless it meets the following minimum standards:

c. The affiliate shall require membership in the Association and in its state affiliate where eligible [, within one (1) year after the effective date of this document].

If an affiliate as a matter of policy seeks to recruit and represent educational support personnel, the affiliate (i) shall grant such personnel membership in the affiliate with full rights of participation and (ii) shall require such members to be members of the Association and its state affiliate where eligible.

8-11. Standards for State Affiliates.

The Association shall not affiliate a state association unless it meets the following minimum standards:

c. The affiliate shall require membership in the Association and in its local affiliate where eligible [, within one (1) year after the effective date of this document].

If an affiliate as a matter of policy seeks to recruit and represent educational support personnel, the affiliate (i) shall grant such personnel membership in the affiliate with full rights of participation and (ii) shall require such members to be members of the Association and its local affiliate where eligible.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the Board of Directors)
Contact persons: Greg A. Jung, Missouri, and Nancy L. Marrone, Maine

AMENDMENT 12
(Requires a majority vote)

Title: TO PROVIDE THAT THE DELEGATE BODY OF A STATE AFFILIATE MAY ADOPT A PROVISION IN THE STATE'S GOVERNING DOCUMENTS THAT WOULD PERMIT THE STATE AFFILIATE TO ALLOCATE TO EACH OF ITS LOCAL AFFILIATES A MINIMUM OF ONE (1) DELEGATE CREDENTIAL TO THE STATE DELEGATE BODY.

Bylaw 8. Affiliates and Special Interest Groups

8-11. Standards for State Affiliates.

The Association shall not affiliate a state association unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person—one-vote principle for representation on its governing bodies except that the affiliate shall take such steps as are legally permissible to achieve ethnic-minority representation at least proportionate to its ethnic-minority membership. A state delegate body may adopt a provision to the governing documents of the state affiliate that would permit that state to allocate a minimum of one delegate credential to each local affiliate. . . .

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Peg Portscheller, North Dakota

AMENDMENT 13
(Requires a majority vote)

Title: TO REMOVE FROM THE STANDARDS OF STATE AFFILIATION THE REQUIREMENT THAT THE STATE AFFILIATE DESIGNATE AT LEAST ONE (1) OF ITS NEA STATE DIRECTORS TO SERVE ON ITS BOARD OF DIRECTORS (OR EQUIVALENT GOVERNING BODY) WITH FULL RIGHTS OF PARTICIPATION.

Bylaw 8. Affiliates and Special Interest Groups

8-11. Standards for State Affiliates.

The Association shall not affiliate a state association unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person—one-vote principle for representation on its governing bodies except that the affiliate shall take such steps as are legally permissible to achieve ethnic-minority representation at least proportionate to its ethnic-minority membership. Where an all-inclusive affiliate exists, it shall provide proportionate representation between its nonsupervisor members and its supervisor members. [The state affiliate shall designate at least one (1) of its NEA state directors to serve on the board of directors (or equivalent governing body) of the state affiliate with full rights of participation;]

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Robert Harding, Michigan

PROPOSED AMENDMENTS TO THE NEA STANDING RULES

STANDING RULE AMENDMENT 1
(Requires a majority vote)

Title: TO PROVIDE THAT THE OBJECTION TO CONSIDERATION MOTION SHALL BE RULED IN ORDER BY THE CHAIR ONLY WHEN IN THE CHAIR'S OPINION THE MOTION OBJECTED TO WOULD BE REPUGNANT OR INJURIOUS TO THE ORGANIZATION.

Rule 6. Order of Business and Debate

V. The object to consideration motion shall be ruled to be in order by the chair only when it is the chair's opinion that the motion being objected to would be repugnant or injurious to the organization.

Submitted in accordance with Standing Rule 9.B.1.(a) (by petition of at least 25 delegates)
Contact person: Len Paolillo, Massachusetts

STANDING RULE AMENDMENT 1A
(Requires a majority vote)

Title: TO PROVIDE THAT THE OBJECT TO CONSIDERATION MOTION SHALL BE IN ORDER ONLY AFTER THE MAKER OF THE MOTION HAS HAD THE OPPORTUNITY TO SPEAK TO THAT MOTION.

Rule 6. Order of Business and Debate

V. The object to consideration motion shall only be in order immediately after the maker of the motion has had the opportunity to speak to it.

Submitted in accordance with Standing Rule 9.B.1.(c) (by majority vote of the Board of Directors)
Contact person: Susan Stitham, Alaska

STANDING RULE AMENDMENT 2
(Requires a majority vote)

Title: TO PROVIDE THAT THE REPORT OF THE RESOLUTIONS COMMITTEE SHALL BE CONSIDERED BEGINNING WITH SECTION A IN ODD NUMBERED YEARS AND BEGINNING WITH SECTION I IN EVEN NUMBERED YEARS.

Rule 6. Order of Business and Debate

W. Consideration of the resolutions report will begin with section A and move to the end in odd numbered years and will begin with section I and move to the beginning in even numbered years.

Submitted in accordance with Standing Rule 9.B.1.(a) (by petition of at least 25 delegates)
Contact person: Joe Weaver, Indiana

STANDING RULE AMENDMENT 3
(Requires a majority vote)

Title: TO PROVIDE THAT THE INTERNAL EDITING COMMITTEE SHALL, AS ITS FOURTH FUNCTION, PRINT ALL PROPOSED RESOLUTION CHANGES SUBMITTED TO THE RESOLUTIONS COMMITTEE AT THE OPEN HEARING ON RESOLUTIONS AND DISTRIBUTE THOSE CHANGES TO DELEGATES PRIOR TO DISCUSSION OF RESOLUTIONS.

Rule 8. Resolutions Committee and Procedure

B. Internal Editing Committee. . . .

The functions of this committee shall be—

4. To print all resolution changes brought before the Resolutions Committee at the open hearing on resolutions and to distribute those changes to the delegates at the Annual Meeting prior to discussion on resolutions.

Submitted in accordance with Standing Rule 9.B.1.(a) (by petition of at least 25 delegates)
Contact person: Tim Rockey, Arizona

STANDING RULE AMENDMENT 4
(Requires a majority vote)

Title: TO PROVIDE THAT THE STATE DELEGATIONS SHALL SUBMIT TO THE COMMITTEE ON CONSTITUTION, BYLAWS, AND RULES REPORTS ON THE RESULTS OF THEIR RESOLUTIONS COMMITTEE ELECTIONS PRIOR TO THE FIFTH BUSINESS MEETING OF THE REPRESENTATIVE ASSEMBLY.

Rule 8. Resolutions Committee and Procedure

C. State, Retired, Student, and At-Large Members. . . .

Elections shall be by secret ballot. Voting shall be by those delegates present and shall take place at the third business meeting of the state delegations and by the retired and student delegates at the time and place designated in the annual program by the President of the Association except as may otherwise be approved in advance by the Committee on Constitution, Bylaws, and Rules. The report of election results shall be submitted on the proper form to the Committee on Constitution, Bylaws, and Rules before the close of the fifth business meeting of the Representative Assembly.

Submitted in accordance with Standing Rule 9.B.1.(d) (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: E. Anne Moudy, Indiana

STANDING RULE AMENDMENT 5
(Requires a majority vote)

Title: TO PROVIDE THAT THERE SHALL BE NO VISITING BY DELEGATES OR STATE CONTACTS ON THE FLOOR OF THE REPRESENTATIVE ASSEMBLY DURING THE ADDRESSES OF THE PRESIDENT AND EXECUTIVE DIRECTOR.

Rule 12. Prohibitions

C. There shall be no visiting by delegates or state contacts on the Assembly floor during the keynote addresses of the President and Executive Director.

Submitted in accordance with Standing Rule 9.B.1.(b) (by a state delegation)
Contact person: Tom Harvey, Maine

Standing Rule Amendments 6 and 7 have been submitted by the Committee on Constitution, Bylaws, and Rules at the request of the Special Committee To Review Resolutions and Related Procedures, which developed the amendments as part of its report to the Representative Assembly. The two amendments will be voted on following the discussion of the Special Committee's report. They will require a majority vote for adoption.

STANDING RULE AMENDMENT 6
(Requires a majority vote)

Title: TO DEFINE RESOLUTIONS; AND TO PROVIDE THAT THE INTERNAL EDITING COMMITTEE REVIEW ALL RESOLUTIONS FOR TIMELINESS, INTERNAL CONSISTENCY, AND COMPATIBILITY WITH THE DEFINITION AND REPORT ITS FINDINGS TO THE FULL RESOLUTIONS COMMITTEE.

Rule 8. Definition of Resolutions, Committee, and Procedure

A. Definition of Resolutions. Resolutions are formal expressions of opinion, intent, belief, or position of the Association. They shall set forth general concepts in clear, concise language, shall be broad in nature, shall state the positions of the Association positively and without ambiguity, and shall be consistent with the goals of the Association as stated in the Preamble of the Constitution.

Reletter A as B.

[B.] C. Internal Editing Committee. . . .

The functions of this committee shall be—

4. To apply the definition of resolutions set forth in A above to proposed amendments to resolutions and to new resolutions.

5. To review regularly the adopted resolutions of the Association to assure, among other things, their timeliness and internal consistency. The committee shall report its recommendations to the full Resolutions Committee for action.

Reletter subsequent sections.

Submitted in accordance with Standing Rule 9.B.1.(d) (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: E. Anne Moudy, Indiana

STANDING RULE AMENDMENT 7
(Requires a majority vote)

Title: TO PROVIDE THAT RESOLUTIONS FOR CONSIDERATION BY THE RESOLUTIONS COMMITTEE AT ITS WINTER MEETING SHALL BE POSTMARKED NOT LATER THAN FEBRUARY 15; TO PROVIDE FOR A MEETING OF THE RESOLUTIONS COMMITTEE FOLLOWING THE OPEN HEARING TO COMPLETE ITS REPORT TO THE REPRESENTATIVE ASSEMBLY; AND TO PROVIDE THAT AFTER THE OPEN HEARING ANY RESOLUTION SUBMITTED BY A DELEGATE TO THE REPRESENTATIVE ASSEMBLY SHALL REQUIRE A MAJORITY VOTE TO BE HEARD AND A TWO-THIRDS (⅔) VOTE TO PASS.

Rule 8. Resolutions Committee and Procedure

E. Open Meeting. (Ths section has been incorporated into the following section.)

[F.] E. Procedures for Submitting Resolutions. Resolutions from delegates or members designated for consideration by the Resolutions Committee at its winter meeting shall be submitted to the Executive Director or the chairperson of the Resolutions Committee or the members of the Resolutions Committee from their states postmarked not later than [6 p.m. of the day when the first business meeting of the Representative Assembly takes place] February 15.

*The committee shall hold at least one (1) open hearing on proposed resolutions at a time and place to be announced in the printed program. The Resolutions Committee shall meet following the open hearing to consider any changes (additions, deletions, and/or amendments) it may wish to make in its report to the Representative Assembly.

*The Resolutions Committee shall recommend a body of resolutions in its annual report to the Representative Assembly. These resolutions shall be presented for a vote en masse.

[After the six o'clock deadline,] [a] All new resolutions to be submitted from the floor for consideration must have a majority of the vote to be placed on the agenda (heard) and a two-thirds (⅔) vote to pass.

Resolutions submitted for consideration by the Representative Assembly shall be in writing on the forms provided, signed by the maker and the seconder of the motion.

At the request of any delegate, a proposed resolution shall be separately considered for the purpose of discussion or amendment. Following consideration of such designated resolutions, the Representative Assembly shall vote en masse upon the resolutions as amended.

Resolutions adopted by a Representative Assembly shall continue in force until the next Representative Assembly acts upon the report of the Resolutions Committee.

*All resolutions adopted by the NEA Representative Assembly shall be [accepted and] publicized as official NEA resolutions.

Submitted in accordance with Standing Rule 9.B.1.(d) (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: E. Anne Moudy, Indiana

*These provisions have been repositioned.

When you help teachers explore, you help students grow

Christa McAuliffe dreamed of exploring space as a way of challenging herself and inspiring her students. A tragic accident prevented her dream from becoming reality. But the Christa McAuliffe American Education Fund has been established to ensure that her creative spirit lives.

Give to the Christa McAuliffe American Education Fund

The goal of the fund is to enable teachers and aspiring teachers to pursue the extraordinary ideas that make education come alive. The fund will provide grants to help America's most creative teachers explore their subjects in innovative ways and allow more of our nation's students to fulfill their dream of becoming tomorrow's teachers.

Christa McAuliffe touched the future by teaching. You can touch the future by giving generously to help create and reward more teachers like her. Please make a tax-free donation to the Christa McAuliffe American Education Fund today.

Timothy Saward/PHOTOWORKS

Yes. I'd like to contribute

_____ dollars

to help keep Christa McAuliffe's spirit of innovation alive.

Please send all contributions to:
Christa McAuliffe American Education Fund
American Security Bank
P.O. Box 0149
Washington, DC 20055

Administered by the National Foundation for the Improvement of Education

RESEARCH CLUES

Here's Help for Your Most Distractible Students

by Robert McNergney and Martin Haberman

Learning disabled children who have trouble paying attention in school may get help from a surprising new approach.

Education researchers at the University of Virginia have developed a way to teach some learning disabled students to monitor their own attention. Daniel Hallahan and his colleagues have found that when selected children use self-monitoring, their concentration and academic productivity increase.

The likeliest candidates for self-monitoring are children who can keep their attention focused when a teacher or aide works one-on-one with them, but whose concentration falls apart when the adult walks away.

You may want to try self-monitoring with that student of yours whose mind seems to wander constantly to everything but the task at hand. First you'll need a tape recorder, a blank cassette tape, a watch or clock with a second hand, and a source of "beep" signals.

Record a series of beeps on the tape, at unequal intervals (anywhere from 10 to 90 seconds apart). An audiometer, piano, or anything that makes a tone or a clicking noise can be used to produce the beeps. It's best to do the recording in a quiet place, so the tape will be as noise-free as possible.

Before proceeding, make sure the student clearly understands what "paying attention" and "not paying attention" mean. Try a demonstration of each, using your dramatic talents to model both on-task and off-task behaviors.

Then give the child a self-monitoring card—simply a sheet of paper with numbered pairs of boxes arranged under two headings: *yes* and *no*. Engage him or her (though attention problems seem to be more common in males) in reading, arithmetic, writing, or some other drill or practice activity, and start the tape running. Instruct the student to ask, each time the beep sounds, 'Was I paying attention just now?' and then to put a checkmark in the appropriate box.

For more information, see *Improving Attention with Self-Monitoring: A Manual for Teachers,* by Daniel Hallahan, John Lloyd, and Laura Stoller, published by the University of Virginia Learning Disabilities Research Institute. The authors can be reached at Ruffner Hall, 405 Emmet St., Charlottesville, VA 22903.

When a student uses self-monitoring during seatwork, alone at a desk, it's comparatively easy to determine what is "attention" and what is not. Self-monitoring can also be used with small groups, but here a teacher needs to spend more time helping the children define "paying attention." Such definitions may not come easily when instruction is fast-paced and interactions between and among teacher and students are plentiful. So a teacher trying self-monitoring in a small group of children with attention problems must use numerous examples to help students know the expectation for their behavior.

In group settings, the researchers have also found that having each student mark a sheet of paper is too disruptive, so they have the children wear wrist counters instead—pressing them to indicate that they're on task at the sound of the beep, not pressing them if they're off task.

On first hearing of the self-monitoring technique, teachers are often dubious, wondering if the tape won't just distract children even more from their work. How *could* students be expected to concentrate if they're sitting there with nerves on edge, waiting for the next beep?

"This hasn't been a problem," Hallahan insists. "Monitoring their own attention soon becomes natural for students, and we've seen progress in on-task behavior in just two or three days."

Can children who have learned to monitor their own behavior eventually learn how to pay attention without the aid of the tape? Teachers can wean children from the procedure by taking away the tape and then later the recording sheet while encouraging them, whenever they think about it, to ask, "Was I paying attention?" If the answer is *yes*, they're encouraged to say to themselves, "Good job!" The successful results of teaching self-monitoring and weaning seem to hold up over time.

Hallahan and his associates caution against using self-monitoring when teaching new material. It probably won't work, because learning to "pay attention" is only the first step in acquiring new information. The techniques are most useful when the task involves strengthening existing knowledge. □

Robert McNergney is associate professor at the Curry School of Education, University of Virginia; Martin Haberman is professor at the School of Education, University of Wisconsin, Milwaukee. They prepared this column for NEA Today *as part of the American Educational Research Association's Editor-at-Large Program.*

YOU AND YOUR RETIREMENT

Social Security: A Law That Protects Everybody

For the past six years, Social Security has been one of the hottest items on the American political scene. Why all the fuss over a program that's been around for half a century?

Part of the answer lies in the growing number of Americans relying on Social Security. It's estimated that a record 40 million of us will receive $196 *billion* in Social Security benefits this year. For the 124 million workers who are making monthly contributions, Social Security remains a significant financial investment for the future.

But the major factor in the current fuss over Social Security is the continual changes being imposed on the system. Here are the modifications that have taken effect in 1986 alone:

► The maximum amount of annual income that's subject to Social Security taxes has been raised from $39,600 to $42,000.

► The amount of earnings necessary to get a full quarter of credit toward benefits has increased from $410 to $440.

► The hospitalization deductible for Medicare has increased from $400 to $492 for the first 60 days and from $100 to $123 for the next 30 days.

The growing federal debt has also played a role in the debate. Strong grassroots support for the Social Security system was a major factor in President Reagan's 1984 campaign pledge not to cut benefits. And Capitol Hill is still wrestling with ways to reduce the federal deficit without decreasing support for Social Security—despite pleas from many quarters that Congress relinquish its present "hands-off" posture toward the program.

Despite the growing reliance on Social Security benefits nationwide, younger workers often think of Social Security only as income or medical care for older persons. They tend to underestimate the importance of Social Security for widows, widowers, surviving children, and the disabled of all ages. About 20 percent of workers' and employers' contributions to Social Security go toward protection of such individuals.

"Viewing Social Security as an 'old folks' issue is a mistake," says Joe Westbrook, president of NEA-Retired. "Working Americans need to understand the system and its potential impact on them if we're going to maintain the integrity of Social Security for this generation and those yet to come."

—Eddy Gattis

Will You Get What's Coming to You?

Since your Social Security benefits will be determined by the amount you pay in to the system over the years, it's especially important to make sure the official records of your contributions and years of work are accurate and complete.

Experts suggest that you ask the Social Security Administration for a detailed statement of your earnings records at least every three years. This is especially important if you have more than one employer in the course of a year.

Just ask your local Social Security office for a Request for Statement of Earnings form (SSA 7004PC), which is an easy-to-use, preprinted postcard for requesting your earnings information. If you find any discrepancies on your Social Security record, your SSA office can help you get them corrected.

MISSING CHILDREN

The kids pictured here have disappeared from their homes. They've been reported to NEA by the National Center for Missing and Exploited Children, a nonprofit organization funded through the U.S. Department of Justice.

If you think you've seen any of these youngsters in your school or elsewhere, please contact the Center immediately at **800/843-5678.**

Pamela Brady Boarman
Born: 1/3/70.
Last seen: 8/29/85 in Chesapeake Beach, Md.
5'5", 110 lbs., blue eyes, strawberry blonde hair, freckles.

Jeremy James Grice
Born: 5/12/81.
Last seen: 11/22/85 in North Augusta, S.C.
3' 8", 40 lbs., hazel eyes, blond hair.

Sarah Elizabeth Avon
Born: 1/6/75.
Last seen: 7/21/81 in Joliet, Ill.
4', 45 lbs., brown eyes, brown hair.

People

Images Unlimited

"Going the extra mile" isn't just a slogan for Brandon Valley, S. Dak., industrial arts teacher and cross country/track coach **Lyle Claussen**. He's been doing it for the past 14 years.

Claussen and his wife accompanied three of the school's runners to a U.S.-China road race in Canton, China, last January. Claussen has also visited a good part of the U.S., taking runners to the National Cross Country Coaches Association's annual race for the past eight years.

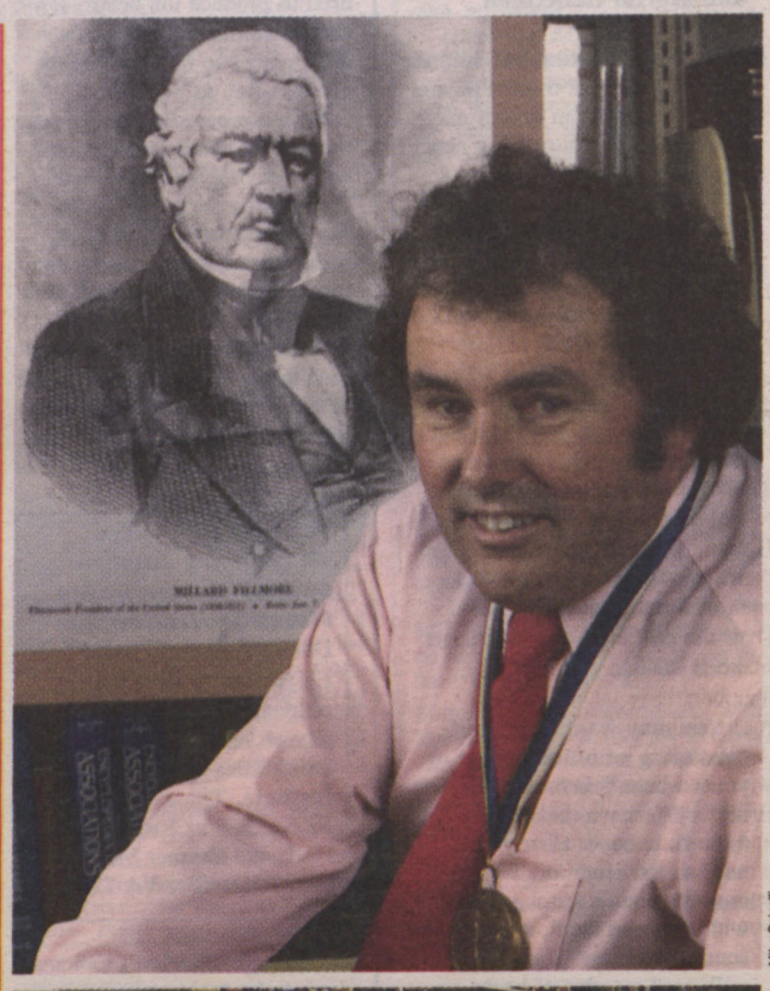
He was named 1985 South Dakota Track Coach of the Year after his boys' team won the state AA championship—the first time in 23 years that the trophy had gone to a small school. (Brandon Valley High has 450 students.)

Last winter, one of Claussen's runners won the state cross country championship, and the team placed third. Claussen came away as the Boys Coach of the Year.

Asked the secret of his success, Claussen cites two.

"First, I genuinely like and respect young people—whether in the classroom or on the track—and look for the best in them," he says. "I encourage them to stretch in reaching for their goals."

Second, Claussen *literally* goes the extra mile. An accomplished long distance runner and former winner of the St. Louis marathon, he runs daily workouts of up to 10 miles with his student team. Claussen sometimes leads, but more often he can be found "back in the pack" encouraging younger runners.



Mike Spinelli

Jim Graham

Nobody can resist a good costume—least of all the students at McCullough Elementary in Wilmington, Del., who have their own museum full of interesting uniforms to try on.

The museum, located right in the school, is the brainchild of fifth grade teacher **Jeanne Jenkins**, who saw the opportunity to turn four unused rooms into an intriguing, 'hands-on' historical children's museum that would expose urban students of the 1980s to many things unfamiliar to them. (Jenkins is seated third from left in the photo. Museum co-coordinator Elizabeth Robinson, who also teaches fifth grade, is next to her.)

The Colonial school district allocated $2,000 in federal funds to get the museum started, the PTA raised several thousand dollars, and various individuals donated money and supplies. A local hotel supplied the second-hand carpeting.

The museum officially opened in January after two and a half years of preparation. Current exhibits include a teepee, fur pelts, puppets, a miniature helicopter, and a Victorian dollhouse.

"It's an ever-expanding project," explains Jenkins. "Some displays will be permanent, but others will change from time to time. All will provide benefits for the children that will go on and on."

Mike Spinelli

California's Bob Hunter has a secret that turns learning into a game—and turns 800 high school students from San Francisco to San Jose into research addicts, willing to all but forego sleep for a weekend while they dig out obscure historical facts or news items from the past year.

Hunter is a former teacher and student activities director who was just promoted to vice principal at Carlmont High School in Belmont. One weekend every January for the last 18 years, he's turned teams of students from competing high schools loose on a series of questions in the 72-hour Millard Fillmore Trivia Contest—named for the undistinguished U.S. President whose name is the answer to a potential trivia question.

Hunter's questions—the same for all teams—aren't the usual trivia. Most answers can be found only in obscure reference works or newspaper stories.

Among this year's batch: Which U.S. president once belonged to the Ku Klux Klan? Who is credited with introducing English muffins to the U.S.? (*Answers below.*)

The 12-member teams compete fiercely for the top prize: a team trophy and a medal for each member. The winning team is determined at a public session presided over by a judge (often a real-life judge).

Hunter, pictured here with his Millard Fillmore poster and with team members from Carlmont, says the contest's aim is fun—and teaching students about the research process.

"The questions aren't tricks," he says. "But they do require kids to figure out how to use libraries and other information sources."

Answers: Harry Truman; Samuel Bath Thomas.

Paul Peck

Their house was large—their two older children grown. So **Hal** and **Betty Briggs** opened their home to teenage girls in need of a stable, loving family. Over the past eight years, the Idaho Education Association members have taken in five foster children.

"We see a lot of teenagers who need help," says Betty Briggs. "We have the space—and the concern—and thought it would be good for Mindy, our youngest daughter, to have other young people in the house."

Mindy is now a senior at South Freemont High School in St. Anthony, Idaho, where her mother teaches special education and her father is a counselor.

The first teenager the Briggses took in was Matilda, who was left stranded when her parents, undocumented workers, were deported to Mexico. Matilda now lives with her husband and child in Utah, but the families stay in close touch.

The Briggses are particularly proud of Charlene and Donna Chee, Navajo Indian sisters who are seniors at the high school. Charlene and Donna credit the Briggses with turning their lives around. Donna is on the student council and the honor roll. Both girls plan to go on to college.

"When you see young people in a desperate situation, you take stock of yourself and what you can do," says Betty Briggs. "We feel enormously rewarded by all that our foster children have accomplished."

Pictured left to right: Betty, Donna, Charlene, Mindy, Hal, and older daughter Jackie.

Snorkeling Australia's Great Barrier Reef, shearing sheep in verdant fields outside Sydney, and sighting an elusive koala on Phillip Island were the stuff of his memorable vacations, but the memories didn't end there for exchange teacher **Ron Patrick**.

An English teacher at North Rose-Wolcott High School in Wolcott, N.Y., Patrick enjoyed day-to-day life "Down Under" at Exhibition High School in suburban Melbourne, trading places for a year with Aussie teacher Christine Carolan.

Patrick's return to midwinter New York at the height of an Australian summer was just one of the cultural reentry shocks he experienced as he came home to rural Wolcott (pop. 2,500) after a year 10,000 miles away in the intense urban environment of Melbourne (pop. 2.5 million).

Some Down Under discoveries: "the climate is milder, the dress code more casual, the faculty decision-making more democratic, and the teachers' union rock-solid," reports Patrick, a former Association president.

Jim Laraqy

Australia's Victoria Secondary Teachers' Association, for instance, has won a cap of 18 teaching contact hours per week. Both Patrick and Carolan received complimentary memberships in one another's unions for the duration of their exchange.

One more thing Patrick doesn't think he'll forget: the unique vowel sounds of his Aussie peers as they'd shout, "Good daaiy, maaites!"

TEACHER OF THE YEAR

"I must never teach English, or speech, or world lit," 1986 Teacher of the Year **Guy Doud** believes. "I must teach *people*."

Doud has been teaching people English and speech at Brainerd (Minn.) Senior High since 1975. He's a former president of the Brainerd Education Association.

He remembers growing up as an obese child with very low self-esteem, the product of a chemically dependent home. "I always did well academically, but I was miserable inside," he recalls.

It was a teacher who first showed Doud that someone other than his mother could love him, a teacher who "challenged me to challenge myself," he says.

"Teachers were the ones who took the time to listen, to be role models, to care. I always thought teachers were the greatest people in the world—and teaching the greatest calling. I still do."

Doud enjoys the challenge of teaching a class of students from widely varying backgrounds. He assumes a variety of classroom roles: structured teach-to-the-objective facilitator, friend, monitor of learning, Socrates playing dumb.

He makes a conscious effort to get to know every one of his students, to treat each one with respect, and to challenge them all to achieve their potential. "I have high academic standards," Doud says, "and I expect my students to master specific skills."

The Teacher of the Year, seen here in his high school classroom and at home relaxing with his family, also teaches a speech class at Brainerd Community College, where he sometimes sees former students.

"Even if they're not enrolled in my class," Doud says, "they still come by to let me know how they're doing."

The Teacher of the Year contest is sponsored by Encyclopaedia Britannica, *Good Housekeeping*, and the Council of Chief State School Officers.

Greta Pratt

Greta Pratt

RESOURCES

Free or Inexpensive

SCIENCE

Experimenting with Plants. Joel Beller. Helps students choose, design, and report projects using plants of all kinds and describes more than 70 experiments. 154 pp. $6.95. ARCO Publishing Co. At bookstores or by mail from Prentice-Hall Press, One Gulf + Western Plaza, New York, NY 10023.

Ranger Rick's NatureScope. A science and natural history periodical for teachers. Each issue focuses on a single topic, such as trees, dinosaurs, insects, deserts, weather, or astronomy. Five issues a year, $18. National Wildlife Federation, 8925 Leesburg Pike, Vienna, VA 22184-0001.

SOCIAL STUDIES

Economics in the School Curriculum, K-12. Mark C. Schug, editor. Co-published by NEA and the Joint Council on Economic Education. Describes specific ways to work economic concepts into the regular curriculum for all age levels. 120 pp. Stock no. 1828-1-10-D. $9.95. NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

SEX EDUCATION

Before You Were a Baby. Mike J. Fritz/ B.I.Z. Publications. Color photographs and text (to be used alone or with video) describe conception, development in utero, and birth of a human baby. Grade 6 and up. 32 pp. $1.75. Ask about bulk rates and price of video. Olympus Productions, 3752 Alta Loma Dr., Bonita, CA 92002.

Victory Videos

HOME-SCHOOL COOPERATION

A Place for Me, A Place To Be. Patricia S. Ranzoni. Suggests ways parents might simply and inexpensively create learning and growing opportunities for their children at home. Second edition. 24 pp. $4 postpaid. Word Dance Publications, Star Route, Box 173, Bucksport, ME 04416.

SCHOOL HEALTH

Health Curriculum on Epilepsy. Describes content of teaching units on epilepsy for grades 2, 4, 6, 8, or 10. Specify nearest grade level. 24 pp. $3.50 prepaid. National Epilepsy Library and Resource Center, 4351 Garden City Dr., Landover, MD 20785.

WRITING

Little Books for Creating Writers. Mary Jo Jacobs and Christine Compton. Provides master copies of four wordless picture books and two pictureless word books—in the former, students write their own story; in the latter, they do their own illustrations. $4. Leap Publications, P.O. Box 1604, Escondido, CA 92026.

READING

Parent Programs in Reading: Guidelines for Success. Anthony D. Fredericks and David Taylor. Gives educators step-by-step procedures for setting up programs to involve parents in their child's reading growth. 85 pp. No. 965. $6 prepaid (IRA members, $4). International Reading Association, P.O. Box 8139, Newark, DE 19714-8139.

CURRICULUM DEVELOPMENT

Designing Your Own Simulations. Ken Jones. Describes the principles behind creating simulations in any curriculum area. 128 pp. $10.95. At bookstores or prepaid from Methuen, 29 W. 35th St., New York, NY 10001.

VISUALLY IMPAIRED

"Braille Alphabet and Numerals." Card (8½"x11") embossed with braille equivalents for letters of the alphabet and signs for numbers—plus 'Reading Is for Everyone' bookmark embossed with the equivalent braille message. Free in classroom quantities. National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, DC 20542.

ADVERTISEMENT

In fact, our kids' health is declining.

The real problem is that most kids don't know how to stay healthy. They have poor habits in every way—physically, mentally, emotionally, and socially.

School programs attacking individual problems may help but just aren't enough, so...

Metropolitan Life Foundation announces "Healthy Me."

"Healthy Me" is a multi-million dollar initiative, the first ever developed by the private sector to encourage comprehensive health education programs by schools and communities.

Cash awards are offered by Metropolitan Life Foundation to schools with exemplary programs and to community groups that actively promote them.

For more information contact "Healthy Me," Health and Safety Education (16UV), One Madison Avenue, New York, NY 10010-3690.

These are our kids and they're our future. What could be more important?

Metropolitan Life Foundation

SALLY BROWN: © 1960 United Feature Syndicate, Inc.

BOOK BEAT

Flexibility and Commitment Succeed...

For anyone involved in the education of that exhausting, lovable, challenging chameleon known these days as a "middle schooler," *Successful Schools for Young Adolescents* is required reading. In four brilliant case studies, author Joan Lipsitz immerses the reader in middle schools that work.

Lipsitz, director of the Center for Early Adolescence at the University of North Carolina, Chapel Hill, brings to her task formidable credentials as researcher, analyst, and "participant observer."

"What is an effective school for young adolescents?" she asks. "What does it mean to be developmentally appropriate?" The answers to these questions provide the criteria by which she determines a school to be not only effective but also "successful."

SUCCESSFUL SCHOOLS FOR YOUNG ADOLESCENTS

By Joan Lipsitz

(Transaction Books. 230 pp. $24.95. Paperback, $9.95.)

Four that passed the test: lively, innovative Western Middle School, located in a stable, conservative North Carolina community; Region 7 Middle School, a Detroit inner-city magnet that works daily miracles despite inadequate budgets and political treachery; Noe Middle School, in a Louisville, Ky., district that's been "gerrymandered so radically to meet racial balance guidelines that [it] has no neighborhood"; and finally Shoreham-Wading River Middle School on Long Island, blessed with extraordinary financial and community support and a staff of "inspired malcontents."

Each school has its own story of students and teachers, lessons, team meetings, groupings or lack of them, racial integration, academic achievement, discipline problems, class projects, and a host of acronyms like DORT, TRIP, and MIST. Despite the highly individual, idiosyncratic nature of these schools, a common pattern emerges of "authoritative, not authoritarian" principals, caring and creative teachers with ingenious solutions to prickly problems, enormous expenditures of energy and commitment, and above all "the willingness and ability to adapt all school practices to the individual differences in intellectual, biological, and social maturation of their students."

Not all the successful practices described are transferable to other situations, of course, and accommodation to individual differences imposes its own constraints—as Lipsitz notes in a thoughtful concluding chapter. She raises questions, for instance, about the lack of intellectual rigor in classrooms where teachers assume that young adolescents are developmentally incapable of grappling with concepts.

Still, the dominant theme of this provocative book is that schools can challenge not only their own students and staff but also the rest of us to learn from them. □

Reviewed by Association member Winifred Vogt, English teacher, Bellows Falls (Vt.) Middle School.

...Where Top-Down Authority Fails

Excellence in Education is an anthology of articles analyzing the major school reform reports of recent years. The authors include both academics (primarily education professors) and policymakers (primarily school administrators.)

In spite of their differences, the 18 contributors to this volume agree that the schools are not at fault for the apparent failures of American education—as most of the reform reports imply. They examine the schools in the larger context of American society and conclude that blame for educational failure lies mainly with powerful political decisionmakers—including state legislators, school board members, and school district administrators.

The authors favor empowering teachers and eschew the "top-down" industrial model of reform that's advocated by many of the reports.

The university-based contributors generally share a left-of-center political orientation, which makes them look more than the reports themselves did to deficiencies they see in American society. Some of their analyses are particularly useful to teachers—for example, the articles by Dennis Carlson and Linda McNeil, from Rutgers and Rice Universities respectively. Both criticize top-down reform for undermining teachers' professional autonomy and creating incentives for teachers to participate unintentionally in the "de-skilling" of their own profession.

Other articles show the constraints that students' social class puts on the chances for reform's success. For example, Lois Weis of the State University of New York at Buffalo describes how many working-class and minority students adapt to existing unequal social structures by distancing themselves from the culture of the school and from academic success.

Excellence in Education contains some of the most sensible articles written about schooling recently; its only real omission is a section suggesting ways to eradicate some of the weaknesses that teachers do see daily in the schools. □

EXCELLENCE IN EDUCATION: PERSPECTIVES ON POLICY AND PRACTICE

Edited by Philip G. Altbach, Gail P. Kelly, and Lois Weis

(Prometheus Books. 290 pp. $24.95. Paperback, $12.95.)

Reviewed by Association member Marshall A. Cohen, social studies teacher, Newton South High School, Newton, Mass.

ADVERTISEMENT

How To End The Drudgery of Grading

Remarkable new calculator has enabled over 10,000 teachers to grade quickly and effortlessly

For the nearly 3 million teachers across the country, grading is a dreaded aspect of an otherwise most rewarding profession.

Countless hours are spent converting back and forth between letters and numbers. Adding them. Averaging them. Verifying them. Then putting them altogether into final grades for each of your many students.

In short, grading robs you of valuable time that could be spent working with students, preparing classes or doing the things you want to do outside the classroom.

But thanks to an amazing new calculator, you can now put an end to tedious and time-consuming grading computations.

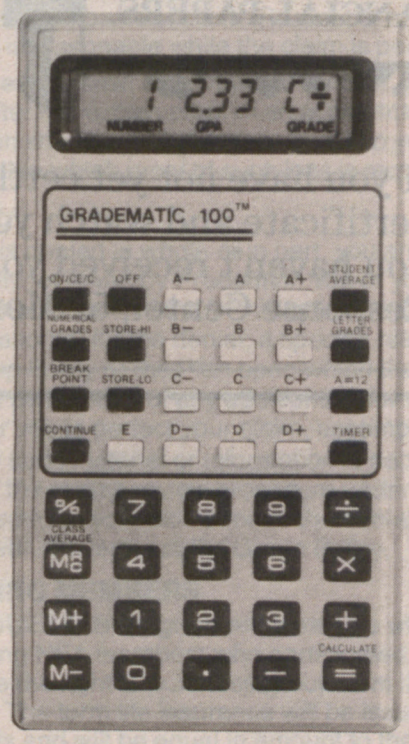
Letter and Numerical Grades

Whether you use letter grades, numerical scores or a combination of both, the GradeMatic 100 grading calculator will save you hours upon hours each marking period.

- **For letter grades** you enter directly on the patented letter-grade keyboard – just as you read them off a grade book. Then simply press the "Student Average" key and instantly the GradeMatic gives you the correct final grade.

It even allows you to "weight" assignments of different point values – without formulas.

- **For numerical grades you set** the high and low passing point totals – for a single assignment or semester's worth of tests and assignments – enter the students' scores and again simply press the "Student Average" key to find the proper grade – from your scale.
- **In either grading mode, you can** enter up to 99 grades per student and the calculator automatically keeps Class Averages for up to 99 students per class.
- **You can even time tests or** activities with GradeMatic's built-in Stop Watch/Timer Alarm (with 3-second buzzer).



GRADING GENIUS – The new GradeMatic 100 calculator performs tedious grading computations with the touch of a few buttons.

Convenient and Complete

And the GradeMatic lets you grade where you want and when you want. Measuring a mere 2¾ x 5¼ x ¼", it fits easily in your purse or pocket. It's also the last calculator you'll ever need since it performs standard math functions and even features percent, memory and battery-saving auto shut-off.

Best of all, it comes complete with everything you need to start grading quickly and effortlessly right away. Easy-to-follow instructions, 1-Year Warranty, replaceable batteries (avg. life 1,000 hrs.), and sturdy (brown) vinyl case are all included for the low price of $39.95.

With the time you save on your first marking period alone, the GradeMatic 100 will pay for itself. Plus it's tax deductible for teachers! And like the thousands of educators who already own this remarkable machine, you'll look forward to many years of carefree grading.

You may also add an optional fine-grain, stitched leather case (in Brown or Burgundy), or have your initials imprinted in rich gold on either kind of case.

Yours FREE!

but only if you order now...

As a special end-of-the-term promotion, we'll include one free SHIPS-838 four-function credit-card sized calculator with each GradeMatic 100. That's right — you get a second calculator absolutely free.

This is a limited time offer. So don't delay. Order your GradeMatic 100 grading calculator and get the SHIPS-838 absolutely FREE.

Order Risk-Free

What's more, you risk nothing by ordering the Grade-Matic 100. Because if for any reason you're not delighted with it, simply return it within two weeks and your money will be refunded in full.

So you can't go wrong. To order, simply fill out and return the coupon below to Calculated Industries, 2010 N. Tustin Ave., Suite B, Orange, CA 92665. Or call Toll Free 24 hours everyday (including Sunday), 1-800-854-8075 (in Calif., 1-800-231-0546) or (714) 921-1800.

Order your GradeMatic 100 today and end the drudgery of grading tomorrow.

(Clip and Mail Today!)

☐ **YES!** I want to end the drudgery of grading. Please rush the following order and include my FREE credit-card calculator.

Qty.	Product	Price (ea.)	Shpg. (ea.)	Total
	GradeMatic 100	$39.95	$3.50	
	Leather Case ☐ Brown ☐ Burg.	$10.00	——	
	Gold Initials	$1 ea. init.		

SAVE 15% – 5 or more just $37 ea. with FREE shipping to one location with one check or charge.

Ca. Res. add 6% tax ____

TOTAL $ ____

Please Note: Leather cases with gold initials are, of course, not refundable.

Call Toll Free 24 Hrs. Every Day
1-800-854-8075
(In Calif., 1-800-231-0546)
or (714) 921-1800

Name _____

Address _____

City/State/Zip _____

☐ Check enclosed for the entire amount of order including 6% tax in CA.

Charge to: ☐ VISA ☐ Master Card ☐ Am Exp

Acct. # _____ Exp. Date _____

Sign Here _____ NT-6

Mail to: **Calculated Industries, Inc.** 2010 N. Tustin, Suite B Orange, California 92665

NEA DUES-TAB Summary Plan Description & Certificate of Coverage

If you have not yet certified for no-cost DUES-TAB coverage, please save this certificate and watch your mail for your DUES-TAB certification package. If you haven't received your package by May 15th, write to: NEA Special Services Response Center, 51 Monroe Street, Suite 200, Rockville, Maryland 20850.

This is to certify that

_____,

(Name of eligible member)

an eligible member in good standing of the National Education Association, having completed and forwarded the required certification, is covered under the NEA DUES-TAB Program. The DUES-TAB coverage described below will remain in effect as long as the eligible class of NEA membership is retained and the overall Program remains in effect.

DESCRIPTION

DUES-TAB IS A GROUP TERM LIFE AND ACCIDENTAL DEATH AND *DISMEMBERMENT* INSURANCE PROGRAM. IT IS PROVIDED BY THE *NEA MEMBERS INSURANCE TRUST* (NEA MIT) AT NO COST TO *ELIGIBLE MEMBERS* OF THE NEA WHO BECOME *CERTIFIED MEMBERS.*

NOTE: Wherever terms are in italics, they are defined later in this Description under the section labeled "DEFINITIONS."

BENEFIT FUNDING AND ADMINISTRATION

DUES-TAB is provided through the NEA MIT (Employer Identification Number 52-1126682), and is underwritten by The Prudential Insurance Company of America (Prudential).

All assets of the Plan, including all insurance policies and reserves, are in a separate tax-exempt trust. A panel of independent trustees is responsible for the financial management of all such assets. The members of the current Board of Trustees are: Eloise Anderson, Roxanne Bradshaw, Robert Chanin, James Esquibel, and Maurice Swanson.

Prudential certifies that insurance is provided according to Group Contract No. G-37000 (Group Policy) for *Certified Members.*

The terms of the Group Policy that mainly affect the insurance are summarized in this Certificate and Summary Plan Description. All benefits are subject in every way to the Group Policy. It and the NEA MIT Plan *(Plan)* form the agreement under which payments are made. This Certificate and Summary replace any other description you may have of the DUES-TAB Term Life and Accidental Death and Dismemberment Insurance.

The NEA MIT expects to continue to provide the Program for eligible NEA members but reserves the right to modify or withdraw it at any time.

The DUES-TAB Plan Administrator is NEA Special Services.

BENEFITS

A benefit is payable in the event of the death or *dismemberment* of a *certified member.* The benefit is determined by (1) the amount of *NEA dues* a member has paid to the NEA, (2) the number of years the *certified member* has held *continuous membership* in the NEA, and (3) the cause of death or *dismemberment.*

Term Life Insurance Benefit. If death is due to *natural causes,* the benefit payable is an amount equal to the amount of *NEA dues* the *certified member* paid to the NEA for a period of *continuous membership,* commencing in membership year 1981-82, up to a *maximum benefit* of $1,000.

Accidental Death Insurance Benefit. If death is caused by an *accident* or *assault,* the benefit payable is an amount equal to five times the amount of *NEA dues* the *certified member* paid to NEA for a period of *continuous membership,* commencing in membership year 1981-82, up to a *maximum benefit* of $5,000.

If death is caused by an *accident* or *assault* which occurs while the *certified member* is engaged in any activity which is in the express or implied terms of a *certified member's occupation* or occurs while the *certified member* is acting in the capacity of an *Association leader,* the benefit payable is $25,000 instead of the benefit stated above.

Accidental Dismemberment Insurance Benefit. In the event of *dismemberment* caused by an *accident* or an *assault,* the benefit payable is an amount equal to five times the amount of *NEA dues* the *certified member* paid to NEA for a period of *continuous membership,* commencing in membership year 1981-82, up to a *maximum benefit* of $5,000 per *occurrence.*

In the event of *dismemberment* caused by an *accident* or an *assault* which results from a *certified member's occupation* or occurs while the *certified member* is acting in the capacity of an *Association leader,* the benefit payable is $25,000 per *occurrence* instead of the benefit stated above.

Life members must be *actively employed in the field of education* to qualify for DUES-TAB benefits. *Life members* will be deemed to have paid the same dues as *Active members* for determining their DUES-TAB benefits.

PAYMENT OF BENEFITS

The Term Life Insurance Benefit is payable if you die due to *natural causes* while a *certified member.* The Accidental Dismemberment Insurance Benefits are payable if your death or *dismemberment* is due to an *accident* or *assault* which happens while you are a *certified member.* The Benefits are payable when Prudential receives written proof of your death or *dismemberment*. The Term Life and Accidental Death Insurance Benefits are payable in one sum in accordance with the *Beneficiaries* section below. The Accidental Dismemberment Insurance Benefit is payable in one sum to you.

BENEFICIARIES

You have the right to choose a *Beneficiary.* If there is a *Beneficiary* for the insurance, it is payable to that *Beneficiary.* Any amount of insurance for which there is no *Beneficiary* at your death will be payable to the first surviving class of the following classes of successive preference *beneficiaries:* your (a) widow or widower; (b) surviving children; (c) surviving parents; (d) executors or administrators.

You may change the *Beneficiary* at any time without the consent of the present *Beneficiary.* The *Beneficiary* change form must be filed through NEA MIT. The change will take effect on the date the form is signed. But it will not apply to any amount paid by Prudential before it receives the form.

If there is more than one *Beneficiary* but the *Beneficiary* form does not specify their shares, they will share equally. If a *Beneficiary* dies before you, that *Beneficiary's* interest will end. It will be shared equally by any remaining *Beneficiaries,* unless the *Beneficiary* form states otherwise.

ELIGIBLE CLASSES OF NEA MEMBERSHIP

All *Active, Educational Support,* and *Life members* of NEA who are *actively employed in the field of education* are eligible for DUES-TAB. Active *Staff members* of the Association holding *life membership* in the NEA are also eligible for DUES-TAB.

CERTIFICATION

Periodically, *eligible members* as identified from NEA membership records, will be mailed information regarding DUES-TAB. Included with this information will be a certification form which the *eligible member* will be required to complete and return to the NEA MIT, or its designee, for the purpose of certifying eligibility, benefit level, beneficiaries, and other information necessary to administer the Program.

INTERRUPTIONS OF NEA MEMBERSHIP

If a *certified member* ceases *continuous membership* in the NEA, his or her insurance under the DUES-TAB Program will terminate. If the member rejoins the NEA in a subsequent year, is eligible for DUES-TAB, and becomes a *certified member,* the DUES-TAB benefit under the Program will again accumulate starting as of the year he or she rejoins, and increase to the benefit limits described above.

Life members must maintain continuous employment in the field of education. If a *Life member* ceases to be employed in the field of education, his or her accumulated DUES-TAB benefit will terminate. If the *Life member* returns to work in the field of education, is eligible for DUES-TAB, and becomes a *certified member,* the DUES-TAB benefit under the Program will again accumulate starting as of the year he or she returns to work in the field of education and increase to the benefit limits described above.

In the event an *Active* or *Educational Support member* does not renew NEA membership or a *Life member* does not continue employment in the field of education in a succeeding membership year, his or her accumulated DUES-TAB benefit will terminate as of November 1 of that succeeding membership year.

CLAIMS

Claim forms are available from *local associations, state associations,* the NEA, Prudential, and the DUES-TAB Plan Administrator. Information on how to file a claim will be available through *local* or *state associations* and the NEA.

Prior to paying claims, Prudential will verify that the deceased *eligible member* or claimant was a *certified member.* Records utilized to determine this information will include, but not necessarily be limited to, the DUES-TAB certification information, NEA membership records, and state and local membership records. In the event of a dispute between any of the above records, the NEA membership record will be considered the *foundation record.*

Prudential must be given written proof of death or accidental loss for which claim is made. Proof of accidental death or *dismemberment* must cover the *occurrence,* character and extent of loss. A claim for accidental death or *dismemberment* insurance will not be considered valid unless such proof is furnished within six months after the date of the accidental loss. However, it may not be reasonably possible to do so. In that case, the claim will still be considered valid if the proof is furnished as soon as reasonably possible.

Prudential, at its own expense, has the right to examine the person whose accidental loss is the basis of claim. Prudential may do this when and so often as is reasonable while the claim is pending.

No action at law or in equity shall be brought to recover on the Group Policy until 60 days after the written proof of an accidental loss is furnished. No such action shall be brought more than two years after the end of the time within which proof of such loss is required.

RIGHT OF APPEAL

If a claim for benefits is denied in whole or in part, you are entitled to have your claim initially reviewed by Prudential. You or your authorized representative should receive from Prudential a written notice stating the specific reason(s) for the denial; a specific reference to the provisions in the Group Policy or the Plan upon which the denial of your claim is based; a description of any additional information or material necessary for you to perfect your claim, accompanied by an explanation of why such material or information is necessary; and an explanation of the claims review procedure under the Plan. You will then be entitled to a reconsideration of the denial of your claim in accordance with the terms of the Group Policy.

RIGHTS OF RETIRING MEMBERS

Coverage under the DUES-TAB Program will terminate when *certified members* retire. Retiring NEA members who participated in the DUES-TAB Program will have the right to purchase group term life insurance through the NEA MIT. The term life insurance will be issued on a *guaranteed-issue* basis and will be equal in amount to their accumulated DUES-TAB death benefit, rounded up to the next $1,000, provided the member meets the criteria described below:

- worked in a school-related job for at least 10 years;
- retired from a school-related job;
- maintains *NEA-R* membership; and
- notifies the NEA MIT of his or her retirement and expresses interest in purchasing his or her accrued DUES-TAB death benefit by November 1 of the school year following retirement.

The rates charged for the purchased death benefit after retirement will be the rates currently in effect for the NEA MIT's Term Life Insurance Program.

CONVERSION PRIVILEGE FOR TERM LIFE INSURANCE

If you cease to be insured for the DUES-TAB Term Life Insurance under the Group Policy for one of the reasons stated below, you may convert all or part of your insurance under this coverage, which then ends, to an individual life insurance contract. Evidence of insurability is not required. The reasons are:

(1) Your membership in the classes eligible for the insurance ends;

(2) All term life insurance of the Group Policy for your class ends by amendment or otherwise. But, on the date it ends, you must have been insured for five years for that insurance (or for that insurance and any Prudential rider or group contract replaced by that insurance).

You must apply for the individual contract and pay for the first premium within 31 days after you cease to be insured for DUES-TAB Term Life Insurance.

The individual contract must conform to the following:

The amount of the contract cannot be more than your DUES-TAB Insurance benefit when your insurance ends. But, if it ends because all term life insurance of the Group Policy for your class ends, the total amount of individual insurance which you may get in place of your life insurance then ending under the Group Policy will not exceed the lesser of the following:

(1) The total amount of all your life insurance then ending under the Group Policy reduced by the amount of group life insurance from any carrier for which you are or become eligible within the next 31 days; or

(2) $1,000.

Continued on next page

NEA DUES-TAB Certificate of Coverage

The individual contract will be one that (1) Prudential usually issues at the age and amount applied for; and (2) conforms to Title VII of the Civil Rights Act of 1964, as amended, having no distinction based on sex. This does not include term insurance or a contract with disability or supplementary benefits.

The premium will be based on Prudential's rate as it applies to the form and amount, and to your class of risk and age at the time.

The Effective Date of the contract will be the end of the 31-day period during which you may apply for it.

If you die within 31 days after your Term Life Insurance ends and while entitled to convert your insurance, the amount you could have converted will be paid as a claim. It is payable even if you did not apply for conversion.

YOUR RIGHTS UNDER THE EMPLOYEE RETIREMENT INCOME SECURITY ACT (ERISA)

As a participant in the Plan, you are entitled to certain rights and protections under ERISA. ERISA provides that all Plan participants have the following rights:

- You have the right to examine, without charge, at the offices of NEA Special Services, 1201 Sixteenth Street, N.W., Washington, D.C., 20036, all Plan documents, including the insurance contracts (with riders and amendments) with the insurance carrier and the pertinent resolutions adopted by NEA's Board of Directors and Executive Committee for the administration of the Plan. You may also examine without charge copies of all documents pertaining to the Plan filed by NEA with the U.S. Department of Labor, such as detailed annual reports and Plan descriptions.
- You have the right to obtain copies of all Plan documents and other Plan information upon written request to NEA Special Services at the above address. NEA Special Services may make a reasonable charge for the copies.
- You are entitled to a summary financial report. If you want a copy of that report, write to NEA Special Services at the above address to request one.

In addition to creating rights for you, ERISA imposes duties on NEA and the Trustees of the Trust in their operation of the Plan and Trust. NEA and the Trustees are "fiduciaries." They each have a duty to operate the Plan and Trust prudently and in the interests of you and other participants and *beneficiaries*. No one can prevent you from obtaining the insurance benefits to which you are entitled under the Plan or from exercising your rights under ERISA. If your claim for a benefit is denied in whole or in part, you must receive a written explanation from the insurance carrier of the reason for denial. You have the right to have the insurance carrier review and reconsider your claim. Under ERISA, there are steps you can take to enforce your rights. For instance, if you request Plan materials to which you are entitled under ERISA and do not receive them within 30 days, you may file suit in Federal court. In such a case, the court may require NEA to provide the materials and pay you up to $100 a day until you receive the materials, unless the materials were not sent because of reasons beyond NEA's control. If you have a claim for benefits which is denied or ignored, in whole or in part, you may file suit in a state or Federal court. If it should happen that Plan fiduciaries misuse the Plan's money, or if you are discriminated against for asserting your rights, you may seek assistance from the U.S. Department of Labor, or you may file suit in a Federal court. The court will decide who should pay court costs and legal fees. If you are successful, the court may order the person you have sued to pay these costs and fees. If you lose, the court may order you to pay these costs and fees, for example, if it finds your claim is frivolous. If you have any questions about the Plan, you should contact NEA Special Services. If you have any questions about this statement or about your rights under ERISA, you should contact the nearest Area Office of the U.S. Labor-Management Services Administration, Department of Labor.

If legal action involving the Plan is necessary, legal process may be served upon the Plan Administrator. The person designated as agent for service of legal process is Arleigh Greenblat, c/o NEA Special Services, 1201 Sixteenth Street, N.W., Washington, D.C., 20036.

DEFINITIONS

The terms defined below are used in the administration of DUES-TAB.

ACCIDENT is an unexpected happening that results in the death or bodily injury of a *certified member* while covered under the Program. The term does not include a suicide or an attempt at suicide, or an intentionally self-inflicted injury. Nor does it include disease, infirmity, infection, or medical or surgical treatment thereof.

ACTIVE MEMBERSHIP is a class of membership within NEA as defined under the NEA Bylaws in the current NEA Handbook.

ACTIVELY EMPLOYED IN THE FIELD OF EDUCATION refers to members who are currently employed by an institution devoted primarily to education.

ASSAULT is a violent physical attack.

ASSOCIATION LEADER is an NEA member who is serving in an official capacity for a *local* or *state association* or the NEA, as defined by the applicable affiliate's constitution and bylaws (in the case of a *local* or *state association* leader); or as defined by NEA's Constitution and Bylaws (in the case of an NEA leader).

This class of individuals can include—but is not necessarily limited to—elected officers, executive committee members, members of boards of directors, members of duly constituted standing and special committees, Association or building representatives, and others deemed by the Plan Administrator to be officially designated to act on behalf of a *local* or *state association* or the NEA.

BENEFICIARY is a person or persons identified by the *certified member* to receive the death benefit in the event of the *certified member's* death. In the event a *beneficiary* has not been designated, the death benefit will be payable in the order of priority described in the *Beneficiaries* section.

CERTIFIED MEMBER is an *eligible NEA member* who has completed and forwarded the certification form for DUES-TAB to the Plan Administrator and has been accepted in the DUES-TAB Program.

CERTIFIED MEMBER'S OCCUPATION is the job description of the *certified member* as defined by his or her employment contract, collective bargaining agreement, or other governing document which describes the duties and responsibilities of the *certified member.*

CERTIFYING ELIGIBILITY is the process by which the *eligible member* requests the Plan Administrator to accept his or her participation in the DUES-TAB Program.

CONTINUOUS MEMBERSHIP is membership in the NEA which is maintained without interruption.

DISMEMBERMENT is the loss of sight (defined as total and irrevocable loss of sight of either eye) and/or the loss of a hand or foot (defined as severance at or above the wrist or ankle).

EDUCATIONAL SUPPORT MEMBERSHIP is a class of membership within NEA as defined under the NEA Bylaws in the current NEA Handbook.

ELIGIBLE MEMBER is an NEA member in the eligible classes who is entitled to participate in the DUES-TAB Program.

FOUNDATION RECORD is the NEA membership record as maintained by NEA Membership Records which will be used to determine if DUES-TAB insurance benefits are payable in the event of a dispute.

GUARANTEED-ISSUE means the guaranteed issuance of life insurance coverage to the qualifying retired member, regardless of the retired member's health.

LIFE MEMBERSHIP is a class of membership within NEA as defined in the current NEA Handbook but which has not been offered since 1973 when the *life membership* category was terminated.

LOCAL ASSOCIATION is a duly constituted affiliate of a state education association which is affiliated with the NEA.

MAXIMUM BENEFIT is the upper limit of benefits payable under the provisions of the DUES-TAB Program.

NATURAL CAUSES (DEATH BY) is death caused other than by accident, assault or suicide.

NEA DUES is the amount of dues paid by NEA members to NEA, as established annually by the NEA. *Life members* will be deemed to have paid the same dues as Active members.

NEA MEMBERS INSURANCE TRUST is a 501(C)(9) trust created by the NEA in 1977 to provide life, accident, disability, and other insurance benefits to eligible NEA members.

NEA-R is a special NEA affiliate consisting solely of the retired members of the NEA.

OCCURRENCE is an incident resulting in either a single or multiple loss.

PLAN is the Plan created in conjuction with the NEA MIT.

STAFF MEMBERSHIP is a class of membership within NEA as defined under NEA Bylaws in the current NEA Handbook.

STATE ASSOCIATION is a duly constituted state affiliate of NEA.

nea MEMBERS INSURANCE TRUST
SPECIAL SERVICES Administered by NEA Special Services
NEA...Working for you

Your NEA

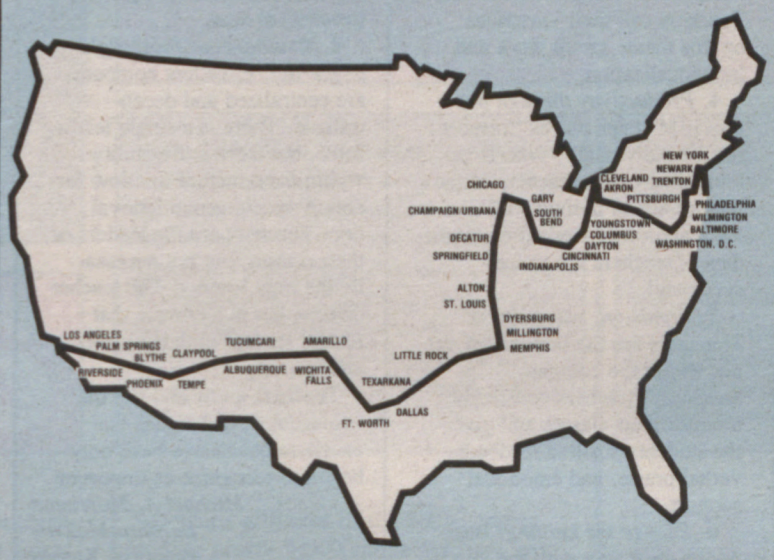
REACHING OUT

A human chain will wind across the country from Los Angeles to New York City on Sunday afternoon, May 25. Goal of the NEA-endorsed event, called "Hands Across America," is to raise over $100 million to fight hunger and homelessness in the U.S.

Some 10 million Americans in 16 states will join hands to form the 4,000-mile chain. They'll also join voices in a nationwide chorus, singing along as radio stations across the country play "America the Beautiful" and "We Are the World."

NEA affiliates near the chain route are organizing groups of participants. You can register to become a link in the chain by contacting your local Association. You'll have a choice of entry fees: $35 will get you a reservation in line and a pin, visor, T-shirt, and certificate; $25, a reservation, T-shirt, and certificate; and $10, a reservation and certificate.

For more information about the event—or about how you can help the cause even if you're not on the route—phone Hands Across America at 213/556-1812.



TAKING A STAND

Under a policy set by the NEA Board of Directors in 1975, NEA must publish every roll-call vote of the Board. There were three such votes at the February 28-March 1 meeting; all were unanimous.

#1: Authorized allocation of $250,000 from contingency funds for administrative expenses of the National Foundation for the Improvement of Education (NFIE) during 1985-86.

127 yes, 0 no, 2 absent, 2 vacancies, 2 nonrespondents (1 other absentee replaced by an alternate). Not present but requesting their affirmative positions recorded: Mattie S. Miller (Ind.), William W. McGary (Maine), Nancy L. Marrone (at large).

#2: Advanced to NFIE 10 percent ($70,000) of the $700,000 already allocated to the $1,700,000 dropout program (effective September 1, 1986) to be used for administrative expenses to begin implementation of the Operation Rescue program.

126 yes, 0 no, 2 absent, 2 vacancies, 3 nonrespondents (1 other absentee replaced by an alternate). Not present but requesting their affirmative positions recorded: Mattie S. Miller (Ind.), William W. McGary (Maine), Michael B. Johnson (N.J.), Nancy L. Marrone (at large).

#3: Allocated $100,000 from contingency funds to the Christa McAuliffe American Education Fund.

120 yes, 0 no, 2 absent, 2 vacancies, 9 nonrespondents (1 other absentee replaced by an alternate). Not present but requesting their affirmative positions recorded: Carole D. Wright (Colo.), Mae H. Smith (Ill.), Mattie S. Miller (Ind.), Patty H. Myers (Mont.), Dave A. Dangel (S. Dak.).

James M. Davenport (Mich.) was absent on Association business and was replaced by alternate Larry Chunovich. The two absentees not replaced by alternates were Peggy McDanal (Ala.) and Mattie S. Miller (Ind.). The two Board vacancies are in the Massachusetts and Puerto Rico delegations.

MAKING NEWS

Dana Bush

NEA Executive Director Don Cameron (left) and California Superintendent of Public Instruction Bill Honig compare views on the education reform movement.

In late April, NEA President **Mary Hatwood Futrell** told the annual meeting of the American Educational Research Association that the so-called education reform movement of the past three years has actually been a *teacher* reform movement.

Most damaging, she added, has been the way reformers have "wrenched decision-making authority from the hands of teachers and principals" and centralized it in the hands of state and school district policymakers. Research shows that "education is most effective when teachers have the latitude and the authority to tailor their teaching to the needs of students—*not* to the demands of bureaucrats," Futrell added...

Teachers must receive a raise in base pay before any pay incentive plan can hope to survive, NEA Executive Director **Don Cameron** told a San Francisco conference of the American Association of School Administrators' National Academy of Executives and the Association for Supervision and Curriculum Development (ASCD). He added that new NEA research into what makes effective schools can help refine and implement school programs that will stand the test of time.... □

LOOKING BACK

► **Indiana high school track star** Maicel Malone, featured in the March 1985 *NEA Today* celebration of young women athletes, continues her winning ways. Now a junior at North Central High School in Indianapolis, she set a new U.S. women's high school record in the 300-yard dash this year and also posted the nation's best performance this season in the 60-yard dash. Her coach, Association member Steve McIntyre, calls Malone "my best sprinter in my 11 years of coaching."

► **Teachers in Fairfax County, Va.,** whose battle for higher pay was spotlighted in our "Local Look" column (December 1985), have entered phase two of what they now call their "Take Charge" campaign. Undaunted by the county board of supervisors' failure to meet demands for an 8.8 percent across-the-board pay hike in February, the Fairfax Education Association reports plans for a letter-writing blitz (goal: 12,000 letters to the board in six weeks), informational picketing at the site of open hearings on the county budget, heavy member involvement in grassroots lobbying, and bringing community leaders and school board members into classrooms to talk about what they do and to see firsthand what a teacher's life is like.

"The board of supervisors controls school funding here," explains FEA President Donna Caudill. "Our message is 'increase funding to allow teachers the salaries they deserve, or pay the political price in the 1987 election.'"

► **Creators of two resources mentioned in the January-February 1986** *NEA Today* report overwhelming response from NEA members around the nation. Michigan State University's Institute for Research on Teaching has received an unprecedented 1,300 inquiries about a soon-to-be-published motivation manual mentioned in the "Research Clues" column. And Pennsylvania earth space science teacher Franklyn I. Geist, Jr., whose teaching unit on Halley's comet was announced in "Looking Back," reports that—with the help of his state Association—he's sent out more than 1,000 copies to colleagues in all 50 states and Puerto Rico.

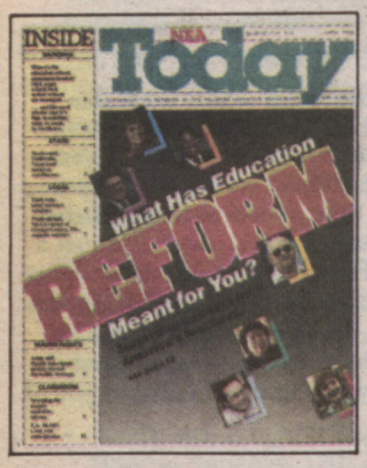
► **Latest on the battle in Mobile, Ala.,** where more than 600 parents, students, and ministers are suing the public schools over textbooks they claim unconstitutionally "advance the religion of secular humanism" (*NEA Today*, March 1986): Gov. George Wallace has signed a consent decree agreeing that Alabama textbooks do reflect "secular humanism" and pledging to abide by whatever the courts direct. The Mobile school board has signed a similar decree. If the only other defendant in the suit—the state school board—also acquiesces, the case will not have to go to trial for the plaintiffs to prevail.

Hawkins School Board Delays Action
Hawkins text dispute reaches 'impasse'
Citizens To Sue Hawkins School Board
Hawkins Textbook Battle To Go Second Round

Meanwhile, however, a group of parents and students have joined the suit as intervenors on behalf of the curriculum. They'll probably appeal any state board decision to sign the consent decree.

A similar "secular humanism" suit in Church Hill, Tenn., which we reported as having a March trial date, has been postponed until July.

Letters



Beyond Mainstreaming

P. L. 94-142 remains one of the most far-reaching and visionary pieces of legislation ever to benefit our children. I wish your article about the first decade under this law ("Nobody Ever Said They Couldn't Do It," April) had focused less on "mainstreaming" and more on how special education teachers are designing individualized programs for handicapped children.

I would have liked to read more about the training and services that "regular" teachers need to deal properly with handicapped students; the question of whether special education is adequately funded; the time-consuming paperwork burden that IEP requirements have placed on special education teachers; and the unintended but real conflict between education reform, with its prescription for uniform standards, and P.L. 94-142, with its prescription for individualized curriculum and services.

Harrison "Punch" Edinger
Chair, NEA Caucus for Educators of Exceptional Children
Orlando, Florida

The *Real* Heroine

One of your April "People" items told of a pair of missing Kansas sisters who were returned to their mother with the help of a classroom teacher. This teacher is to be commended for her caring and willingness to become involved, but I do wonder if the process would have been initiated had it not been for the alertness of the sixth grade student. Does she have a name?

I also wonder if this nameless student was honored by the school board, the city, and the attorney general, as were the teacher and principal, for the part she played in the find.

Gwendolyn M. Clark
Aberdeen, Maryland

It would have been nice if you'd named the *real* alert heroine in the case of the Penry sisters.

Theresa Wursthorn
De Bary, Florida

Ed. note: We neglected somehow to identify the sixth grader, who was pictured next to the teacher in our photo. She's Angela Thornton, and she did indeed receive statewide—and national—recognition as a heroine.

New Formulas for Management Success: Nothing New to Good Teachers

People who succeed in business know they have to stay on the cutting edge of what is happening. The most recent attempt to identify and describe the qualities of excellent business is contained in the best-selling book *In Search of Excellence*.

Let's consider the precepts the authors list as crucial to success in business and compare them to what good teachers have done for years.

1. *A bias for action.* Excellent businesses show a preference for doing something—anything—rather than sending a question through cycles of analyses and committee reports. Teachers do not have a "bias" for action. They act, every day, on hundreds of issues.

2. *Staying close to the customer.* Excellent businesses learn the preferences of their customers and cater to them. Good teachers not only diagnose the strengths and weaknesses of their students; they connect to their students' interests.

3. *Autonomy and entrepreneurship.* Excellent businesses break the corporation into small companies and encourage them to think independently and competitively. Teachers call their variations on this theme group work and individualization.

4. *Productivity through people.* IBM states this as "respect for the individual." Who is more aware than teachers of the importance of individuals? Each and every student must produce if teachers are to feel successful.

5. *Hands-on, value-driven.* Managers are the builders of values within the company. Successful teachers constantly monitor their classes and give the students positive feedback, verbal praise, and emotional support.

6. *Stick to the knitting.* Businesses must stay with the jobs they know best. Good teachers teach.

7. *Simple form, lean staff.* Excellent businesses reduce the administrative layers. Students in effective classrooms know what they are doing. The objectives are clear, and the management (teacher) is near.

8. *Simultaneous loose-tight properties.* Excellent companies are centralized and decentralized. There is a single leading force, but there is flexibility within the structure to allow for creativity and group innovation. Teachers are the leaders of their classes, but not necessarily the only leaders! The teacher directs, but in a climate that fosters student-initiated projects and learning.

Teachers know and use the management techniques that excellent businesses have only begun to recognize as important.

Michael A. Morehead
Barbara McEvoy
Emporia, Kansas

Food as Reward?

The program sponsored by Pizza Hut and endorsed by NEA ("Book It!," April) encourages children to "get in the habit of reading for fun." It also encourages some students to get into the habit of using food as a reward for expected behavior. Students today have enough difficulty understanding the need for a balanced diet. Why make the situation more complex?

Eileen F. Lambert
Phoenixville, Pennsylvania

Remembering Challenger

I must commend you for the tribute you gave to the Challenger space crew—especially Christa McAuliffe (cover story, March). Not only was it moving, but it also restored my pride in myself.

Like many people, I had little regard for the teaching profession, until I realized what price Christa was willing to pay to educate our youth. I have the potential to make a difference in our world, and I would be cheating myself if I didn't "reach for the stars."

Thank you for not only inspiring me but inspiring the nation.

Wilma Rice
Montclair, New Jersey

The Challenger catastrophe hit hard throughout Colorado, especially in the prairie towns and mountain hamlets where students and staff of the smallest schools still feel the pain.

To honor Christa and her six fellow space adventurers, a popular grassroots move is underway to designate a nearly unknown and unnamed 14,081-foot mountain in the Sangre de Cristo Range as Challenger Peak.

If you want to help make Challenger Peak an official name, write to Donald J. Orth, Executive Secretary of Domestic Names Committee, U.S. Geological Survey, National Center 523, Reston, VA 22092.

Donna Spohn
Canon City, Colorado

Geography's Back!

My heart experienced an upbeat surge when I read "Putting Geography Back on the Map" (March). For several years my English students and I have used a large wall map of the world to supplement our discussions of the settings of stories and books.

Virginia D. Pausch
Columbia, Maryland

I was pleased to learn (March 1986) that geography is "back on the map." And just in time! According to an article on page 10 of the same issue, Monessen, Pa., is 150 miles south of Pittsburgh.

That places the city in West Virginia. Say it isn't so.

Peg Lemmer
Borrego Springs, California

Ed. note: Right you are. Monessen is just 30 miles south of Pittsburgh as the crow flies. It's 40 miles north of the West Virginia border. Apologies to geography teachers everywhere!

Official Language?

At the risk of establishing some sort of eternal debate, I feel it necessary to reply to Tam Agosti-Gisler and Anne Arruda, whose letter on 'monolinguosis' appeared in the March *NEA Today*.

I strongly believe that English, or some language, ought to be established as the "official" language of the United States. I further believe that this common language, whatever it is, ought to be the preferred language of instruction in all public schools.

I have no problem with efforts to teach foreign languages in American schools. In fact, I would like to see foreign language instruction introduced in the primary grades. I would even like to see at least a familiarity with a second language again become a requirement for college graduation.

I simply do not see how failing to require all U.S. citizens to have knowledge of a common language is the way to achieve more universal polyglottism.

For your correspondents' information, I am not monolingual and would be willing to continue this discussion in French, German, or Spanish.

George Adams
Birmingham, Alabama

Social Studies Rebirth

If there is to be a true renaissance in social studies ("Bringing Social Studies Teaching to Life," March), what is needed is the ability to recognize the superficial nature of the "citizenship" rationale for the discipline. A change toward a moral perspective and cultural awareness must be constructed.

Social studies' pillars can no longer be the influences of pressure groups, prescribed outcomes from the business community, and the vested authority of academic disciplines. The global crises of the 1980s demand that we recognize more collective needs and societal goals.

The social studies renaissance must have the courage of a belief in the critical process to evaluate the constraints that bound our instructional theory and practice.

Robert Erbe
Howell, New Jersey

More Is Less

Pressure, stress, suicide, burnout: the symptoms are those of the young people's world of the 80s. There is no time for children to be children.

The 'more' mentality with its easy answers stresses quantity over quality. More possessions will create happiness. More activities will produce a better person. More tests will result in higher scores. More homework will make a better student. More hours in school will yield increased knowledge. More computers will guarantee greater advances in education.

The direction of current education is being determined by the testmakers and the school administrators who react to them. Their philosophy is teach for the tests and dehumanize education. The result is that the sheer joy of learning is being smothered.

The testmakers and interpreters tell of a decline in critical thinking and education in general. Could this simply be the failure of another task force of experts to recognize that there is no problem? Could it be that the latchkey, MTV, microchipped youth are plugged in to a different drummer? Could it be that the architects of the SATs and other tests designed to measure these same youth have their fingers on their own pulse and are missing the heartbeat of today?

Patrick Kedian
Hillsborough, New Jersey

Happy Birthday!

The Peace Corps, the government agency created in 1961 to enable American volunteers to spend two years helping developing nations to help themselves, is celebrating its 25th birthday this year. We hope to celebrate by having a grand reunion, September 19-22 in Washington, D.C., of all the volunteers (more than 120,000) who have ever served.

We are also holding a series of symposia across the country that will focus on the United States' partnership with the developing world. These are being organized in conjunction with universities, World Affairs Councils, and local Returned Volunteer groups.

Any NEA members who are former Peace Corps volunteers no longer on our mailing list—or who would like to be kept informed about our activities designed to bring education about the Third World into the nation's classrooms—should call our toll-free number (800/424-8580, ext. 293).

Loret Miller Ruppe
Director, Peace Corps
Washington, D.C.

What's *your* opinion? NEA members are cordially invited to use this page to exchange ideas with their colleagues around the nation. We reserve the right to edit letters for length. Address correspondence to "Letters," NEA Today, 1201 Sixteenth Street, N.W., Washington, DC 20036.

Debate

Should teachers insist on compensation for supervising student teachers?

Michael Munden

YES

A high school social studies and English teacher, John Grossman is presently on full-time release as president of the Columbus (Ohio) Education Association. Grossman also chairs the Association committee that negotiates an agreement for members' services with the region's universities. Along with assistance in research, the agreement covers supervision of student teachers.

As professionals, teachers deserve to receive financial reimbursement for all services they provide to the public. Assistance to student teachers is only one example.

For too long, it's been assumed that we have some sort of obligation to accept student teachers into our classrooms. We're told that it's an honor to be assigned a student teacher, and that we have a professional responsibility to serve our future colleagues.

Well, I'm sorry, but having a student teacher is really just hard work. Oh, yes, it can be invigorating, but done well it's also very time-consuming and requires much extra effort.

Until we insist on being properly reimbursed for the services we provide, teachers will be regarded as second-class professionals. Only when we clearly establish the value of what we do can we expect the rewards of true professionalism.

We are sometimes offered "tokens of appreciation" for taking a student teacher—and these are worse than nothing. I have heard of teachers' being paid $50 or "treated" with a reception or dinner as the reward for their work.

Let's be serious: this type of payment is close to an insult. Are our services to student teachers worth nothing more than tokens and platitudes? Worse, while we're accepting these "honors," I'm certain that many universities are transmitting money to the school systems that take on their student teachers. But because we don't insist on payment, these funds simply disappear into the districts' general budgets.

In central Ohio, a solid program of payment has been in operation for nearly two decades. It was established by a unique alliance of teacher unions that negotiates directly with all four of the region's teacher-producing universities. Seventeen affiliates of the NEA, representing nearly 9,000 active teachers, are involved in the process.

Each year a new agreement is ratified by representatives of the teachers, the student teachers, the school districts, and the universities. For all forms of contact between the universities and the public schools, the agreement specifies that university fee waivers (scrip) be provided the local NEA members. Each type of contact has a point value: the student teaching experience generates the most points. Ours is a frank, direct, and highly professional arrangement.

We are very proud of this negotiated agreement, which last year alone provided over 18,000 quarter hours' worth of fee scrip—at a value of well over $2 million. As a result, our area probably has the nation's highest percentage of teachers continually taking university coursework. At any time of the year, between 26 and 30 percent of my colleagues are attending classes to obtain higher degrees or update their skills.

And now that we've been reaping the benefits of our agreement for many years, no one can imagine being without it. Teachers in central Ohio can attend our universities at virtually no cost at all. It should be that way everywhere. It's time to duplicate our type of arrangement across the nation.

If the student teaching experience is to be viewed as valuable, the work that we put into it must be properly rewarded. We earned our program by our willingness to stand up. We let it be known that unless a positive program of reciprocation was developed, no one from the universities would be welcome in our schools. Today, at a time of education reform, perhaps that tactic will not be necessary.

Our members, the universities, the future teachers, and the public have all benefited from our insistence on payment. The same would be true anywhere.

Ed Culwell

NO

Charlene Bice, a 22-year teaching veteran, teaches third grade at the J. T. Stevens School in Fort Worth, Texas. This year she has one student teacher—and although she receives no extra pay, she does enjoy one immediate benefit. Try to leave a message for her: the school secretary will offer the unexpected response, "Oh, she can come to the phone—she's got a student teacher."

Supervising student teachers can be one of the most rewarding experiences in a teaching career. Not only do we teach the student, but the student also teaches us.

The student teacher comes into our classrooms bringing fresh ideas—innovative teaching strategies, classroom management skills, research results. Those new facts and suggestions—along with the student teacher's youthful enthusiasm—are every bit as beneficial to me as my expertise and past experience are to the student teacher.

Working with a student teacher also gives me a chance to sharpen my own professional skills in the course of showing how to teach. It continually forces me to think things through: what I'm doing and why I'm doing it. The experience keeps both of us on our toes.

Working with student teachers certainly is not easy. For one thing, it takes extra preparation, and then it's always a problem to supervise as well as teach during the course of the day.

Still, to me, working with student teachers is one of the high points of teaching. Last fall I thought I wasn't going to get a student teacher, and I was very upset about it. In fact, I put such a high value on the advantages of supervising that I believe the semesters I teach without a student teacher, the children in the classroom lose something. They don't have a chance to benefit from different approaches to problem solving, or a variety of creative ideas for motivation.

Until the state legislature passed the education reform bill two years ago, Texas teachers received compensation for supervising student teachers. So it's natural that many teachers feel strongly that there should be some kind of compensation, such as a stipend, career ladder credit, college credit, or at least some special recognition for service—that's what we'd gotten used to.

I certainly don't object to that. During the time when we were getting compensation, I received a stipend of $200, and I also earned a reduction in tuition when I was working on my master's degree. I think it would be great if we were still compensated—I believe in the concept of remuneration for the services we render as supervising teachers.

But the bottom line for me, personally, is that I know the future of our profession is in the hands of the young people in college who want to be teachers. Part of being a professional teacher is striving for quality education, and one way to do that is to give future teachers every kind of assistance we can.

We need talented, well prepared young people coming into the profession. And student teachers need the myriad experiences that can be provided only in a real classroom. So if I want to help someone become as professional as I am, the best means I can use is to take on the task of supervising a student teacher.

There's another way we can help student teachers—and the profession. To some student teachers, the best advice I can give is to pursue another career. That saves their time and helps make ours a profession of people who are truly gifted and dedicated. On the other hand, a student teacher who hasn't done well in another classroom may improve immensely just because my classroom style is more suitable for that person. I've taken maybe three dozen student teachers in 22 years of teaching, and I feel that if I get three really promising students out of every five I take, it's worth every minute of the time I give.

I would hate to refuse an opportunity that brings so many rewards to me, my students, and the profession simply because I will not be compensated for it. Compensation, monetary or otherwise, would be necessary only if the experience did not bring its own personal rewards.

PERSONALLY SPEAKING

Biting the Family Budget Bullet

So you want to live in a decent place, send your kids to college, pay your taxes, and have a little left over for yourself. Fine. But what if you're already deeply in debt—and slipping deeper into financial difficulty each week?

The first thing to remember is that you're not alone. Millions of American families have serious trouble making ends meet. And while there are no easy answers or quick fixes, the American Institute of Certified Public Accountants' Personal Financial Planning Committee suggests some practical steps to becoming a better money manager.

"The first thing to be done is to commit a budget to paper," say the CPAs. "Once you've got all that information in front of you, it's a lot easier to find places where you can save."

To begin a budget, write down your monthly fixed expenses, variable expenses, and total income. Fixed expenses might include rent or house payments, utilities, insurance premiums, car payments, other personal loan payments, property taxes, education expenses, and retirement funding. Variable expenses include food, clothing, gasoline and auto maintenance, newspapers, magazines, personal care aids, household supplies, entertainment, and babysitters.

Add up your variable and fixed expenses and subtract the total from your monthly income. The balance, if any, is your monthly *discretionary* income. That's what you have available for savings, investments, vacations, and new purchases. And this is where budgeting can really make a difference.

If your family has little or no discretionary income, it's time to find ways to hold down spending. Look first at ways to trim your variable expenses—items under your control.

If you've already pared all the fat and are down to bare bones, you may want to consider finding a way to bolster your income. Could you or your spouse take on a second job, at least temporarily? The extra income could be enough to get you over the hump.

Once you've established a family budget and gotten family members to agree on it, the time has come to get strict about maintaining control over expenditures to ensure that you meet your budget goals. Here are some tips that can help.

► Buy a journal or diary, and enter your expenses two or three times a week. If meeting your monthly goals still proves difficult, consider breaking your budget into a weekly summary, which should allow you to stay on top of things from day to day.

► Get credit caps. Ask creditors to put a monthly cap on the amount you can charge.

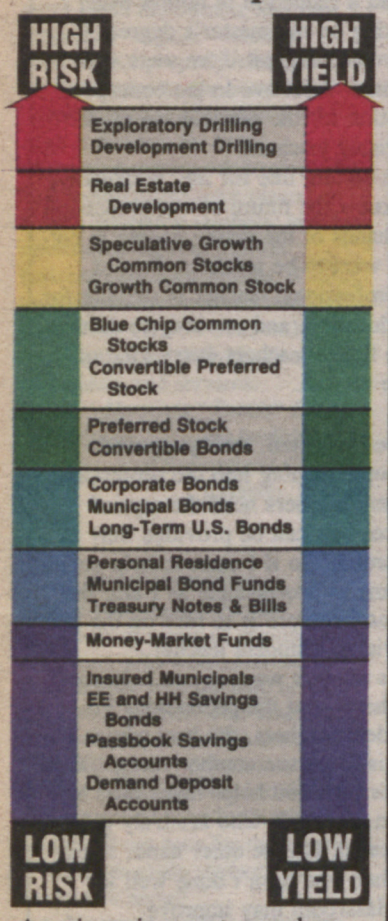
► If you're a compulsive charger, cut back or eliminate credit cards.

► Don't shop. Avoid putting yourself in a store where you'd be tempted to break your budget.

► Refinance your mortgage. With interest rates dropping over the past year, paying the closing costs on a refinanced mortage may be worthwhile. For instance, dropping the interest rate two points on a typical $50,000 mortage lowers your payments by approximately $80 a month.

► Consolidate personal loans. If you have several personal or credit card loans outstanding, consider applying for a single bank loan that covers all of them. This can save you money on maintenance fees and bring you a lower rate of payment. Bank loan rates are usually lower than rates offered at finance companies. □

Tradeoffs Among Investment Options



Americans in recent years have gotten used to earning very good rates of return on low-risk investments. Now falling interest rates are enticing many investors to venture into much riskier areas as they strive to keep the yields they've grown accustomed to.

Unfortunately, you don't make high yields without taking high risks. If you have unusual investment expertise—and money you could afford to lose—the investments on the higher end of this risk/return spectrum are fine. Otherwise, stick with the options on the lower end, financial advisers suggest. □

YOUR BOTTOM LINE

Why Aren't We Saving More?

Ever since people stashed cash in mattresses, the savings habits of the American public have baffled the experts. Based on previous history, many economists expected that once inflation slowed, the spending fever of the 70s would subside and the nation's savings institutions would be flooded with greenbacks.

Wrong. The rate of saving as a percentage of personal income is now at an all-time low.

One perspective on the savings slump, offered by economist Mark Obrinsky of the U.S. League of Savings Institutions: "Consider what's happened to people's purchasing power over the years. Just as inflation has dropped, so has the rate of increase in personal income slowed for many occupational groups." In other words, when the cost of living was jumping 10 percent a year, many workers were able to win 10 percent pay increases to keep pace. Now that inflation has slowed to about 3 percent a year, pay hikes are in the same range. Where's the extra for savings?

Consider too the trend-setting ways of the baby-boom generation, now in the 20- to 40-year-old age group that's known to be the most prone to borrowing. Their sheer numbers mean that a very large portion of the American public is currently more concerned with mortgaging and with spending on children than with putting money aside.

Perhaps when it comes down to the traditional reasons for saving in the first place, consumption-happy Americans—fewer and fewer of whom remember the Great Depression—are reflecting a new attitude. With employee pensions and Social Security, some believe the old need to put money away for old age has diminished.

"Maybe as a counterforce to the decline in voluntary saving, compulsory saving through these retirement plans is on the increase," asserts Richard L. Morse, professor of family economics at Kansas State University. "But the question of what makes people save in the first place, that's something *nobody* has ever been able to answer." □

Do You Have a 'Cushion'?

Financial planners agree your first financial goal should be to build a cushion of savings to protect against emergencies. A good "rainy day" fund should—

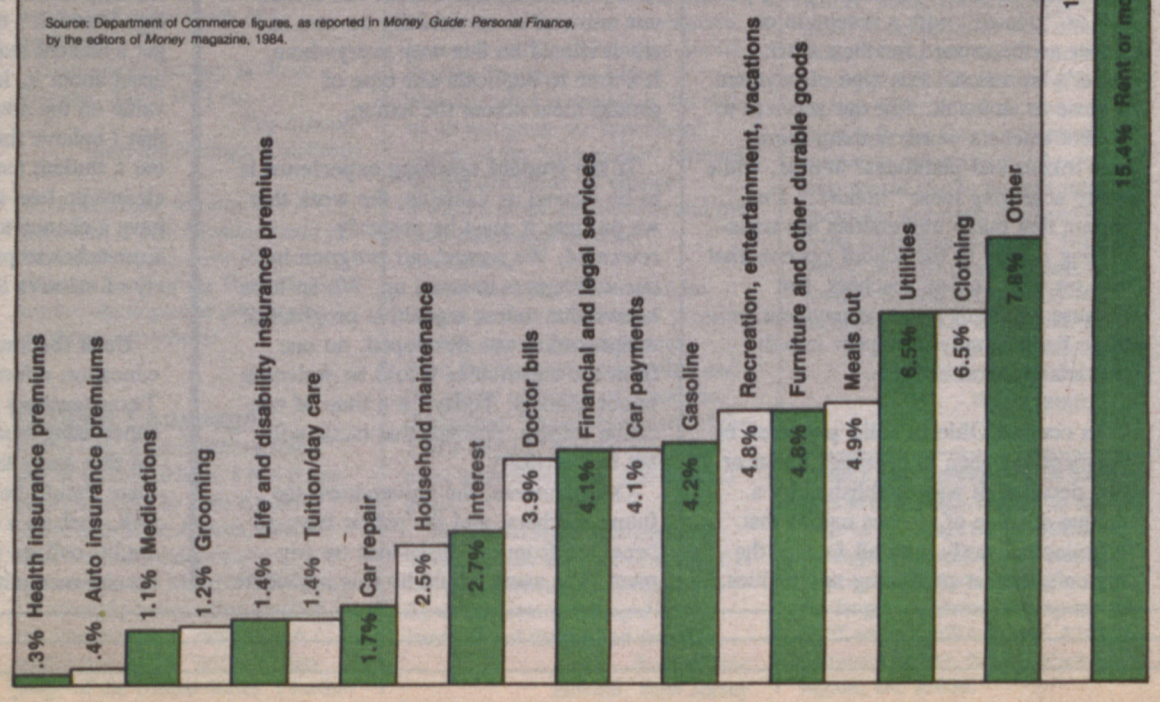
► Be very liquid, meaning that your money is available quickly and easily.

► Be safe. This leaves out stocks and other investments that fluctuate in value; they're fine for investments later, but not for basic savings.

► Earn a competitive rate of return. With the many savings options now available, there's no reason to shortchange yourself.

How large should your emergency fund be? A good rule of thumb is it should be able to cover three to six months' worth of normal living expenses. If you have a secure job, extensive insurance, and/or relatives who could help you out, you can get by with three months' worth. □

How Does Your Budget Compare?

Here's how annual living expenses break down for the average American family. Expenses total 94.2 percent of after-tax income, leaving just 5.8 percent for savings and investments.

Source: Department of Commerce figures, as reported in *Money Guide: Personal Finance*, by the editors of *Money* magazine, 1984.